



**TO:** Higher Education Committee  
P-12 Education Committee

**FROM:** James N. Baldwin 

**SUBJECT:** Proposed Amendment of Sections 52.21, 57-3.1, 57-3.7, 80-1.2, 80-1.5, 80-1.12, 80-3.2, 80-3.7, 80-4.3, 80-4.4, and 200.20 of the Regulations of the Commissioner of Education Relating to Establishing the Students with Disabilities (All Grades) Certificate, Revising the Registration Requirements for Students with Disabilities (Birth-Grade 2) Programs, and Revising the Requirements for the Extension and Limited Extension to Teach Certain Subjects to Students with Disabilities

**DATE:** May 5, 2022

**AUTHORIZATION(S):** 

### SUMMARY

#### Issue for Discussion

Should the Board of Regents adopt the proposed amendment of sections 52.21, 57-3.1, 57-3.7, 80-1.2, 80-1.5, 80-1.12, 80-3.2, 80-3.7, 80-4.3, 80-4.4, and 200.20 of the Regulations of the Commissioner of Education relating to establishing the Students with Disabilities (All Grades) certificate, revising the registration requirements for Students with Disabilities (Birth-Grade 2) programs, and revising the requirements for the extension and limited extension to teach certain subjects to students with disabilities?

#### Reason(s) for Consideration

Review of policy.

#### Proposed Handling

The proposed amendment will come before a joint meeting of the Higher Education and P-12 Education Committees for discussion at the May 2022 meeting. A copy of the proposed amendment is attached (Attachment A).

## **Procedural History**

A Notice of Proposed Rule Making will be published in the State Register on June 1, 2022, for a 60-day public comment period. Supporting materials are available upon request from the Secretary to the Board of Regents.

## **Background Information**

The Students with Disabilities (SWD) teaching certificates are currently available at the following developmental levels: Birth-Grade 2, Grades 1-6, Grades 5-9, and Grades 7-12. However, the SWD (Grades 5-9) certificate is only available as an Emergency COVID-19 certificate, Professional certificate, or a reissuance of an Initial certificate since programs leading to this certificate title have not been registered with the Department on or after September 2, 2011.

The Department collects data on statewide teacher shortage areas and reports the shortage areas annually to the [U.S. Department of Education](#). Special education is one of the persistent statewide shortage areas. To address the shortage of certified special education teachers, the Department is proposing regulatory amendments to establish the Students with Disabilities (All Grades) certificate. This certificate will permit special education teachers to teach pre-Kindergarten through grade 12 and will give school districts the flexibility to place special education teachers in the grade levels with the highest staffing needs.

The Department also proposes to phase out the SWD (Grades 1-6) and SWD (Grades 7-12) certificate titles, other than for the Professional certificate or a reissuance of an Initial certificate, and registered programs leading to these certificate titles since the proposed SWD (All Grades) certificate will include the development levels of these certificates. The SWD (Birth-Grade 2) certificate and registered programs leading to this certificate would continue to be available and would not be phased out. Individuals who hold this certificate work with children from birth through grade 2, including ages 0-2 years that are not part of the grade range of the proposed SWD (All Grades) certificate. Both the SWD (Birth-Grade 2) and proposed SWD (All Grades) certificates would allow certificate holders to teach pre-Kindergarten through grade 2.

## **Proposed Amendments:**

### **Registered Students with Disabilities (All Grades) Programs:**

The Department proposes to amend section 52.21 of the Commissioner's regulations to create registration requirements for programs leading to the Initial and/or Professional SWD (All Grades) certificates. The Department would no longer register programs leading to the current SWD (Grades 1-6) and SWD (Grades 7-12) certificates on or after October 1, 2022, and would begin registering SWD (All Grades) programs on the effective date of the proposed amendment.

For institutions that currently have registered SWD (Grades 1-6) and SWD (Grades 7-12) programs, the programs would no longer be registered with the Department on or after September 1, 2029. The deadline of September 1, 2029, provides a sufficient transition period for institutions to register SWD (All Grades) programs and allows candidates to complete their current students with disabilities programs.

All registered teacher preparation programs leading to initial certification include a content core and a pedagogical core. The content core requirement for registered programs leading to the proposed SWD (All Grades) certificate is the same as the content core requirement for programs leading to the current SWD (Grades 7-12) certificate. Specifically, programs would require candidates to complete a major, concentration, or the equivalent in one or more of the liberal arts and sciences. In addition, they would complete a minimum of six semester hours in each of the subject areas of mathematics, English language arts, social studies, and science (total of 24 semester hours) and have sufficient pedagogical skills to teach these subject areas.

The pedagogical core requirements for registered programs leading to the proposed SWD (All Grades) certificate would focus on developing the same comprehensive knowledge, understanding, and skills for teaching students with disabilities in current SWD programs, but cover the broader student developmental level of the certificate (pre-Kindergarten to grade 12) and include teaching students with disabilities who are culturally and linguistically diverse.

Candidates who begin a proposed SWD (All Grades) program prior to the fall 2023 semester would complete field experiences and student teaching experiences across the age/grade range of the student developmental level of the certificate, and if they are in a program with at least two student teaching experiences, would student teach in two settings: pre-kindergarten through grade 6 and grades 7 through 12. For candidates who begin in the fall 2023 semester and thereafter, the program would require a combination of clinical experiences across the age/grade range of the student developmental level of the certificate, including pre-kindergarten through grade 6 and grades 7 through 12.

#### Students with Disabilities (All Grades) Certificate:

The Department proposes to amend section 80-3.2 of the Commissioner's regulations to add the Students with Disabilities (All Grades) certificate to the list of certificate titles in the classroom teaching service, allowing candidates to be issued such certificate on the effective date of the proposed amendment.

The proposed amendment to section 80-1.2 of the Commissioner's regulations provides that the Department will not issue certificates in the SWD (Grades 1-6) and SWD (Grades 7-12) certificate titles, other than for the Professional certificate and reissuance of an Initial certificate, with an effective date that begins after September 1, 2030.

In addition, the Department may extend the effective date of such certificates, as applicable, after September 1, 2030, pursuant to the time extension requirements for certificates in section 80-1.6 of the Commissioner's regulations. The Professional certificate and reissuance of an Initial certificate in these certificate titles will continue to be issued, holding harmless candidates who have a valid or expired Initial SWD (Grades 1-6) and/or SWD (Grades 7-12) certificate.

The Department also proposes to amend section 80-3.7 of the Commissioner's regulations to allow candidates to apply for a SWD (All Grades) certificate through the individual evaluation pathway on the effective date of the proposed amendment. Candidates will continue to be able to apply for the SWD (Grades 1-6) and/or SWD (Grades 7-12) certificates through the individual evaluation pathway prior to September 1, 2023, and will be eligible for such certificates, provided that they meet all requirement(s) for the certificate prior to September 1, 2026. This timeline provides candidates with at least one year to apply and qualify for these current certificates through the individual evaluation pathway.

The content core requirement for the proposed SWD (All Grades) certificate is the same as the content core requirement for the SWD (Grades 7-12) certificate in the individual pathway to certification. Specifically, candidates would complete 30 semester hours of coursework in one or more of the liberal arts and sciences and six semester hours in each of the subject areas of mathematics, science, social studies, and English language arts within such content core.

The pedagogical coursework requirement for the proposed SWD (All Grades) certificate is the same as the pedagogical coursework requirements for the current SWD certificates in the individual evaluation pathway, except that six semester hours of coursework at a specified developmental level will no longer be required.

One of the exams required for the current SWD certificates is a multi-subject Content Specialty Test that assesses knowledge and skills in literacy and English language arts, mathematics, and arts and sciences. The multi-subject tests are tailored to the age/grade range of the current SWD certificates (e.g., Multi-subject: Secondary Teachers (Grade 7-Grade 12)), and candidates must pass the multi-subject test at the age/grade range of the certificate sought.

Since a multi-subject test that spans all grades currently does not exist, the Department proposes to amend section 80-1.5 of the Commissioner's regulations to require candidates to pass any one of the following tests for the proposed SWD (All Grades) certificate until a multi-subject content specialty test for such certificate title is developed and available: Multi-Subject, Multi-subject: Teachers of Childhood (Grade 1-Grade 6), Multi-subject: Teachers of Middle Childhood (Grade 5-Grade 9), or Multi-subject: Secondary Teachers (Grade 7-Grade 12) content specialty tests. Having options for the multi-subject test allows the proposed certificate to be accessible to candidates who passed one of these multi-subject tests for their current certificate or will graduate from a SWD (Grades 1-6) and SWD (Grades 7-12) program in the future.

## Extensions:

Currently, institutions may register a program leading to an extension for the SWD (Grades 7-12) certificate that authorizes candidates to teach students with disabilities in certain subjects in grades 7-12. In addition, teachers who hold a SWD (Grades 5-9) or SWD (Grades 7-12) generalist or content specialist certificate, or a Permanent Special Education certificate, may obtain an extension to teach students with disabilities in certain subjects in grades 5-9 or grades 7-12. With this extension, special education teachers can teach a special class in a subject area in the grade level of the extension.

The Department proposes to amend section 52.21 of the Commissioner's regulations to allow SWD (All Grades) programs to lead to such extension and to reduce the number of semester hours required in the subject area of the extension from 18 to 12. Similarly, the proposal amends section 80-4.3(n) of the Commissioner's regulations to enable teachers who hold the SWD (All Grades) certificate to be eligible for such extension. In addition, the current extension requirements of 18 semester hours in the subject area of the extension *and* passing the content specialty test in the subject area of the extension would be replaced with 12 semester hours in the subject area of the extension *or* passing the content specialty test in the subject area of the extension.

Reducing the number of semester hours required in the subject area of the extension will permit candidates who are enrolled in the current SWD (Grades 7-12) program or proposed SWD (All Grades) program to efficiently complete the extension program, likely resulting in more candidates seeking the extension. This will, in turn, address the need for more special education teachers who are qualified to teach a special class in a subject area in grades 7-12. Further, permitting eligible special education teachers to obtain the extension by passing the content specialty test in the subject area of the extension, instead of requiring such eligible teachers to complete coursework, gives them an option for demonstrating their content knowledge while removing a potential financial barrier to certification.

The limited extension also enables teachers who hold a SWD (Grades 5-9) or SWD (Grades 7-12) generalist or content specialist certificate, or a Permanent Special Education certificate, to teach students with disabilities in certain subjects in grades 7-12, but only for a limited period of time. One of the options for obtaining the limited extension is to pass the content specialty test in the subject area of the limited extension. The Department proposes to amend section 80-4.3(t) of the Commissioner's regulations to remove this option for obtaining the limited extension because passing the content specialty test in the subject area will become an option for the extension to teach students with disabilities in certain subjects in grades 5-9 or grades 7-12, as described above. In addition, the proposed amendment will allow teachers who hold the SWD (All Grades) certificate to be eligible for the limited extension.

### Additional Amendments:

Since SWD (Birth-Grade 2) programs would continue, the proposed amendment revises this program's pedagogical core requirement such that these programs will focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities, including students with disabilities who are culturally and linguistically diverse. The addition of "students with disabilities who are culturally and linguistically diverse" is consistent with the proposed pedagogical core requirement for the SWD (All Grades) program. SWD (Birth-Grade 2) programs would need to include this new requirement by September 1, 2024, or at the time a new program is registered, whichever occurs first.

Additionally, the proposed amendment removes regulations relating to programs leading to teaching students with disabilities in middle childhood and the individual evaluation pathway for SWD (Grades 5-9) certification since these options no longer exist. The proposed amendment also adds the SWD (All Grades) certificate, or programs leading to this certificate, to regulations that list one or more special education certificates or programs in sections 52.21, 57-3.1, 57-3.7, 80-1.12, 80-4.4, and 200.20 of the Commissioner's regulations, as appropriate.

Finally, the proposed amendment includes technical revisions to internal citations to align the proposed amendment with the proposed Literacy (All Grades) certificate, which was proposed at the February 2022 meeting as an addition to section 80-3.7(a)(2) of the Commissioner's regulations.

### Related Regents Items

February 2022: [Proposed Amendment to Section 30-1.8 of the Rules of the Board of Regents and Sections 52.21, 80-1.2, 80-3.2, and 80-3.7 of the Regulations of the Commissioner of Education Relating to Establishing the Literacy \(All Grades\) Certificate](https://www.regents.nysed.gov/common/regents/files/222p12hed1.pdf) (https://www.regents.nysed.gov/common/regents/files/222p12hed1.pdf)

March 2011: [Adoption of Proposed Regulations Relating to the Program Registration Requirements for Teacher Education Programs and the Restructuring of Adolescence Level Teacher Certification for Students with Disabilities](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/March2011/311brca2.pdf) (https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/March2011/311brca2.pdf)

### Recommendation

Not applicable.

### **Timetable for Implementation**

Following the 60-day public comment period required under the State Administrative Procedure Act, it is anticipated that the proposed amendment will be presented to the Board of Regents for adoption at its September 2022 meeting. If adopted at the September meeting, the proposed amendment will become effective on September 28, 2022.

AMENDMENT TO THE RULES OF THE BOARD OF REGENTS AND REGULATIONS  
OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 14, 101, 207, 208, 305, 308, 3001, 3004, and 3009 of the Education Law.

1. Clause (a) of subparagraph (iii) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(a) In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of this Part, programs registered as leading to a professional certificate shall lead to a master's or higher degree and meet one of the following requirements:

(1) ...

(2) ...

(3) for professional certificates in early childhood education, childhood education, middle childhood education (generalist), teaching students with disabilities in early childhood, teaching students with disabilities in childhood for programs registered prior to October 1, 2022, [teaching students with disabilities in middle childhood (generalist) for programs registered prior to September 2, 2011,] teaching students with disabilities in adolescence (generalist) for programs registered [on or after September 2, 2011]prior to October 1, 2022, teaching students with disabilities in all grades, teaching students who are deaf or hard of hearing, teaching students who are blind or visually impaired, teaching English to speakers of other languages, and educational technology specialist,

and for no other professional certificates, the program shall lead to a master's or higher degree that includes at least 12 semester hours in graduate study that links pedagogy and content in each of the following areas of the State learning standards for students: English language arts; mathematics, science and technology; and social studies. Such programs shall be jointly designed by faculty of these content areas and faculty of education to link content and pedagogy; or

(4) for professional certificates in middle childhood education (specialist); adolescence education; [teacher of students with disabilities in middle childhood education (specialist) for programs registered prior to September 2, 2011; teacher of students with disabilities in adolescence education for programs registered prior to September 2, 2011;] teacher of a special subject; or teacher of the career field of agriculture, or business and marketing and for no other professional certificates, the program shall lead to a master's or higher degree that includes at least 12 semester hours in graduate study that links pedagogy and content in the subject of the certificate or a related subject. Such programs shall be jointly designed by faculty of these content areas and faculty of education to link content and pedagogy.

2. Subparagraph (vi) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(vi) Programs leading to initial certificates valid for teaching students with disabilities in early childhood[,]; childhood[, middle childhood for programs registered prior to September 2, 2011,] or adolescence registered prior to October 1, 2022; or for teaching students with disabilities in all grades.

(a) Content core.

(1) [Programs registered prior to September 2, 2011. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(a) of this subdivision, the content core shall include the preparation for meeting the content core requirements for the general teaching certificate at the same student developmental level: early childhood, childhood, middle childhood, or adolescence, as prescribed in this subdivision.

(2) Programs registered on or after September 2, 2011.

(i) Students with disabilities in [early] childhood for programs registered prior to October 1, 2022, and in early childhood. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(a) of this subdivision, the content core shall include the preparation for meeting the content core requirements for the general teaching certificate at the same student developmental level for early childhood and childhood, as prescribed in this subdivision.

[(ii)] (2) Students with disabilities in adolescence (generalist) for programs registered prior to October 1, 2022, and in all grades. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(a) of this subdivision, the content core shall include a major, concentration, or the equivalent, in one or more of the liberal arts and sciences. Within the course of study, the program shall ensure that the candidate has completed a minimum of six semester hours in each of the following subject areas: mathematics, English language arts, social studies, and science and the candidate has sufficient pedagogical skills to teach these subjects. These requirements, in combination with the pedagogical core, shall ensure that the candidate has a knowledge base for teaching [students with disabilities at the adolescence level] the

State learning standards as prescribed in Part 100 of this Title to students with disabilities at the student developmental level(s) of the certificate.

(b) Pedagogical core.

(1) Students with disabilities in childhood and adolescence (generalist) for programs registered prior to October 1, 2022. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(b) of this subdivision, the pedagogical core shall include the preparation for meeting the pedagogical core requirement for the general teaching certificate at the same developmental level and shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level of the certificate.

(2) Students with disabilities in early childhood and all grades. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(b) of this subdivision, the pedagogical core shall include the preparation for meeting the pedagogical core requirement for the general teaching certificate at the same developmental level(s) and shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level(s) of the certificate. By September 1, 2024, or at the time a new program is registered, whichever occurs first, the pedagogical core shall also include developing comprehensive knowledge, understanding, and skills for teaching students with disabilities who are culturally and linguistically diverse.

(3) All programs shall [and] include, but need not be limited to [(1)] study in the following:

(i) ...

(ii) ...

(iii) ...

(iv) ...

(v) ...

(vi) ...

(vii) ...

(vii) ...

(ix) ...

[(2) for] (4) For registered programs with students who first enroll prior to the Fall 2023 semester, the program shall require field experiences and student-teaching experiences with students with disabilities across the age/grade range of the student developmental level of the certificate, through combined field experiences and student-teaching experiences, and for programs with at least two student-teaching experiences, student teaching in two settings as appropriate to the certificate: pre-K through kindergarten and grades 1 through 2; or grades 1 through 3 and grades 4 through 6; [or grades 5 through 6 and grades 7 through 9 for programs registered prior to September 2, 2011;] or grades 7 through 9 and grades 10 through 12; or for all grades, pre-kindergarten through grade 6 and grades 7 through 12. The time requirements for field experience, student teaching, and practica of item (2)(ii)(b)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or

candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 clock hours of field experiences and at least 20 days of practica or student teaching with students with disabilities, including experiences across the age/grade range of the student developmental level of the certificate;

[(3) for](5) For registered programs with students who first enroll in the Fall 2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students with disabilities across the age/grade range of the student developmental [level] level(s) of the certificate, including pre-kindergarten through grade 6 and grades 7 through 12 for programs in all grades, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section.

(c) The Department shall not register programs leading to initial and professional certificates for teaching students with disabilities in childhood or adolescence (generalist) on or after October 1, 2022, and any such registered programs shall no longer be registered with the Department on or after September 1, 2029.

3. Clause (b) of subparagraph (vii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(b) of this subdivision, the pedagogical core

shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities as prescribed in subclause [(vi)(b)(1)](vi)(b)(3) of this paragraph; and specialized knowledge, understanding and skills for teaching deaf or hard-of-hearing students that include, but need not be limited to:

4. Clause (b) of subparagraph (viii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause (2)(ii)(b) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities, as prescribed in subclause [(vi)(b)(1)](vi)(b)(3) of this paragraph; and specialized knowledge, understanding, and skills for teaching students who are blind or visually impaired that includes, but need not be limited to:

5. Subitem (i) of item (2) of clause (a) of subparagraph (ix) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(i) study to develop comprehensive knowledge, understanding, and skills for teaching students with disabilities, as prescribed in subclause [(vi)(b)(1)](vi)(b)(3) of this paragraph, and specialized study to prepare for working with general education teachers in terms of the impact of speech, language, and hearing disabilities on learning in the general curriculum areas of the State learning standards for students, which are prescribed in Part 100 of this Title; and

6. Item (1) of clause (b) of subparagraph (xvii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(1) Admission requirements. Alternative teacher certification programs that are registered prior to July 1, 2001, shall meet the admission requirements in effect at the time of registration or the admission requirements of this subclause. All alternative teacher certification programs that are registered on or after July 1, 2001, shall meet the admission requirements of this subclause.

(i) ...

(ii) ...

(iii) Candidates for a certificate in the classroom teaching service shall have completed an undergraduate or graduate major in the subject of the certificate sought, or an undergraduate or graduate major in a related field approved by the department for this purpose at the time of program registration, except that candidates for a certificate in early childhood education, childhood education, and middle childhood education-generalist[, or special education at those developmental levels for programs registered prior to September 2, 2011]; or special education at the early childhood level and at the childhood level[s] for programs registered [on or after September 2, 2011,] prior to October 1, 2022; or in teaching common branch subjects in the lower (PreK-3) and upper (4-6) elementary grades (PreK-6) shall meet the requirements of item (iv) of this subclause.

(iv) Candidates for certificates in early childhood education, childhood education, and middle childhood education-generalist[, or special education at those

developmental levels for programs registered prior to September 2, 2011]; or special education at the early childhood level and the childhood level[s] for programs registered [on or after September 2, 2011,] prior to October 1, 2022; or in teaching common branch subjects in the lower (PreK-3) and upper (4-6) elementary grades (PreK-6) shall have completed an undergraduate or graduate major in a liberal arts and sciences subject or interdisciplinary field.

(v) Candidates for a certificate in students with disabilities adolescence (generalist) for programs registered prior to October 1, 2022, or all grades shall have completed an undergraduate or graduate major, concentration, or the equivalent, in one or more of the liberal arts and sciences, and shall have completed at least six semester hours in each of the following subject areas: mathematics, English language arts, social studies, and science and have sufficient pedagogical skills to teach these subjects prior to completion of the program.

7. Paragraph (4) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(4) Programs leading to extensions and annotations. To be registered as a program leading to an extension or annotation of a teaching certificate, the program shall meet the requirements of this paragraph. The requirements for the extension or annotation are additional to the requirements set forth in this subdivision for the teaching certificate but may be completed as part of the program leading to the certificate.

(i) Programs leading to extensions authorizing the provision of bilingual education for certificates for teaching early childhood education; childhood education; middle

childhood education; adolescence education; a special subject; literacy education; career and technical education; students with disabilities in early childhood, [or] childhood for programs registered prior to October 1, 2022, [or middle childhood for programs registered prior to September 2, 2011, or] adolescence for programs registered prior to October 1, 2022, or all grades; students who are blind or visually impaired; students who are deaf or hard of hearing; and students with speech and language disabilities shall require:

(ii) ...

(iii) ...

(iv) ...

(v) ...

(vi) ...

(vii) Programs leading to annotations to recognize additional pedagogical knowledge, skills, and experiences for teaching students with severe or multiple disabilities for certificates for teaching students with disabilities in early childhood, [or] childhood for programs registered prior to October 1, 2022, [or middle childhood, or] adolescence for programs registered prior to October 1, 2022, or all grades; students who are blind or visually impaired; students who are deaf or hard of hearing; and students with speech and language disabilities shall require:

(viii) Programs leading to extensions to authorize the teaching of certain subjects in grades 7 through 12 to students with disabilities for a certificate in students with disabilities adolescence (generalist) for programs registered prior to October 1, 2022, or

all grades shall require study of at least [18]12 semester hours in the subject to be taught.

8. Section 57-3.1 of the Regulations of the Commissioner of Education is amended to read as follows:

The purpose of this Subpart is to set forth standards for approval and the approval process for providers of coursework or training in the needs of students with autism that is offered to candidates for a teachers' certificate or license in any of the following classroom teaching titles: students with disabilities in early childhood, childhood, middle childhood, [or] adolescence, or all grades; speech and language disabilities; deaf and hard of hearing; and blind and visually impaired and for school administrators, to the [exent]extent required by section 3004 of the Education Law.

9. Section 57-3.7 of the Regulations of the Commissioner of Education is amended to read as follows:

An institution that offers a registered program leading to certification in any of the following classroom teaching titles: students with disabilities in early childhood, childhood, middle childhood, [or] adolescence, or all grades; speech and language disabilities; deaf and hard of hearing; and blind and visually impaired, pursuant to section 52.21 of this Title, shall be deemed approved, pursuant to this Subpart, for purposes of offering course work or training in autism within such program to students in the program.

10. Subdivision (b) of section 80-1.2 of the Regulations of the Commissioner of Education is amended by adding a new paragraph (11) to read as follows:

(11) The commissioner shall not issue certificates in the students with disabilities (grades 1-6) and students with disabilities (grades 7-12) certificate titles, other than the professional certificate and reissuance of an initial certificate, with an effective date that begins after September 1, 2030. The commissioner may extend the effective date of such certificates, as applicable, after September 1, 2030, pursuant to the requirements of section 80-1.6 of this Subpart.

11. Subdivision (a) of section 80-1.5 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(a) All candidates for a certificate in the classroom teaching service shall submit evidence of having achieved satisfactory levels of performance on the New York State Teacher Certification Examinations.

(1) Notwithstanding any other provision of this Part, candidates seeking a certificate in the title of students with disabilities (all grades) shall be required to achieve a satisfactory level of performance in the multi-subject, multi-subject: teachers of childhood (grade 1 - grade 6), multi-subject: teachers of middle childhood (grade 5 - grade 9), or multi-subject: secondary teachers (grade 7 - grade 12) content specialty tests until a multi-subject content specialty test for such certificate title is operational.

12. Section 80-1.12 of the Regulations of the Commissioner of Education is amended to read as follows:

All candidates for a certificate or license valid for a certificate in the classroom teaching titles of students with disabilities in early childhood, childhood, middle childhood, [or] adolescence, or all grades; deaf and hard of hearing; blind and visually impaired and speech and language disabilities, who apply for a certificate or license on

or after September 2, 2009, shall have completed at least three clock hours of course work or training in autism, as required by section 3004 of the Education Law, which is provided by a registered program leading to certification pursuant to section 52.21 of this Title or other approved provider pursuant to Subpart 57-3 of this Title.

13. Subparagraph (xxxi) through subparagraph (xlviii) of paragraph (1) of subdivision (e) of section 80-3.2 of the Regulations of the Commissioner of Education are relettered subparagraphs (xxxii) through subparagraph (xliv) and a new subparagraph (xxxi) is added to read as follows:

(xxxi) Students with Disabilities (all grades)

14. Subparagraph (iv) of paragraph (2) of subdivision (a) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(iv) Pedagogical core. The candidate shall complete pedagogical coursework as prescribed in clause (a) of this subparagraph and teaching experience as prescribed in clause (b) of this subparagraph, provided that candidates identified in this subparagraph shall not be required to demonstrate completion of the pedagogical core requirements. A candidate who holds one or more provisional certificates, permanent certificates, initial certificates, or professional certificates in a title in the classroom teaching service, other than a title in a specific career and technical subject (grades 7-12), shall not be required to demonstrate completion of the pedagogical core requirements for an additional initial certificate in the classroom teaching service sought, except for such candidates who are seeking an additional initial certificate in one or more of the following titles: early childhood education, childhood education, generalist in middle childhood education (grades 5-9), specialist in middle childhood education (grades 5-9),

English to speakers of other languages (all grades), literacy (birth-grade 6)[ and], literacy (grades 5-12), literacy (all grades), students with disabilities (birth-grade 2), students with disabilities (grades 1-6), students with disabilities (grades 5-9), students with disabilities (grades 7-12), students with disabilities (all grades), deaf and hard of hearing (all grades), blind or visually impaired (all grades), and speech and language disabilities (all grades).

15. Paragraph (3) of subdivision (a) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(i) ...

(ii) ...

(iii) ...

(iv) ...

(v)

(vi) Students with disabilities (grades 1-6) for candidates who apply for their certificate prior to September 1, 2023, and meet all requirements for the certificate prior to September 1, 2026.

(a) ...

(b) ...

(c) ...

(vii) [Students with disabilities (grades 5-9). This subparagraph applies to candidates who apply for their certificate prior to September 1, 2011, and complete all requirements before September 1, 2014.

(a) Content core.

(1) For generalist (grades 5-9) certificates, the content core prescribed in subparagraph (2)(iii) of this subdivision shall consist of 30 semester hours of coursework in one or more of the liberal arts and sciences. The candidate shall complete six semester hours in mathematics, six semester hours in science, and six semester hours in social studies within such content core and/or the general education core in the liberal arts and sciences.

(2) For specialist (grades 5-9) certificates, the content core prescribed in subparagraph (2)(iii) of this subdivision shall consist of 30 semester hours of coursework in the subject area of the certificate sought (English, a language other than English, biology, chemistry, earth science, physics, mathematics, or social studies). For social studies (5-9), within the 30-semester hour content core, the candidate shall complete coursework in economics and government, and a total of 21 semester hours of coursework that includes study in United States history, world history, and geography.

(b) Pedagogical core. Within the pedagogical core prescribed in subparagraph (2)(iv) of this subdivision, the candidate shall complete six semester hours of coursework appropriate to the student developmental level of the certificate sought. In addition to such prescribed pedagogical core, the candidate shall complete three semester hours in teaching literacy skills and 12 semester hours of coursework that includes study in each of the following subjects:

(1) foundations of special education;

(2) assessment, diagnosis, and evaluation of students with disabilities, including collaboration with caregivers and others, to promote academic achievement and independence; and

(3) curriculum, instruction, and managing learning environments for students with disabilities, including instructional and assistive technology.

(c) For candidates applying for a certificate or license on or after September 2, 2009, the candidate shall complete study in autism, as prescribed in section 80-1.12 of this Part, or its equivalent as determined by the commissioner.

(viii)] Students with disabilities (grades 7-12) for candidates who apply for their certificate prior to September 1, 2023, and meet all requirements for the certificate prior to September 1, 2026.

(a) ...

(b) ...

(c) ...

(viii) Students with disabilities (all grades).

(a) Content core. The content core prescribed in subparagraph (2)(iii) of this subdivision shall consist of 30 semester hours of coursework in one or more of the liberal arts and sciences. The candidate shall complete six semester hours in mathematics, six semester hours in science, six semester hours in social studies, and six semester hours in English language arts within such content core, and the candidate shall have sufficient pedagogical skills to teach these subjects.

(b) Pedagogical core. In addition to the pedagogical core prescribed in subparagraph (2)(iv) of this subdivision, the candidate shall complete three semester

hours in teaching literacy skills and 12 semester hours of coursework that includes study in each of the following subjects:

(1) foundations of special education;

(2) assessment, diagnosis, and evaluation of students with disabilities, including caregivers and others, to promote academic achievement and independence; and

(3) curriculum, instruction, and managing learning environments for students with disabilities, including instructional and assistive technologies and transition preparation.

16. Subdivision (n) of section 80-4.3 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(n) Requirements for the extension to teach certain subjects in grades 7-12.

(1) Purpose. The purpose of an extension issued under this section is to authorize a teacher who holds a valid initial, emergency COVID-19, or professional certificate in the classroom teaching service in students with disabilities (grades 5-9) generalist, students with disabilities (grades 5-9) content specialist, students with disabilities (grades 7-12) generalist, students with disabilities (grades 7-12) content specialist, students with disabilities (all grades), or the special education generalist permanent certificate to authorize the teacher to be employed as the teacher of record for students with disabilities in certain subjects.

(2) Subjects for which extension may be obtained. A teacher who holds a valid initial, emergency COVID-19, or professional certificate in the classroom teaching service in students with disabilities (grades 5-9) generalist, students with disabilities (grades 5-9) content specialist, students with disabilities (grades 7-12) generalist, students with disabilities (grades 7-12) content specialist, students with disabilities (all

grades), or the special education generalist permanent certificate may seek an extension under this subdivision in one of the following subjects: mathematics; English language arts; biology; chemistry; earth science; physics; social studies; language other than English (specified) in either (grades 5-9) or (grades 7 through 12).

(3) Requirements for the extension. The candidate shall meet the requirements in each of the following paragraphs:

(i) the candidate shall hold a valid initial, emergency COVID-19, or professional certificate in students with disabilities (grades 5-9) generalist, students with disabilities (grades 5-9) content specialist, students with disabilities (grades 7-12) generalist, students with disabilities (grades 7-12) content specialist, students with disabilities (all grades), or the special education generalist permanent certificate; and

(ii) the candidate shall complete the New York State teacher certification examination content specialty test in the subject for which a certificate extension is being sought[; and]

[(iii)] or the candidate shall satisfactorily complete at least [18]12 semester hours of study or its equivalent in the subject area of the certificate sought. For social studies, the candidate shall complete the [18]12 semester hours through a combination of study in United States history, world history, and geography.

(4) ...

17. Subdivision (t) of section 80-4.3 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(t) Requirements for the issuance of a limited extension to teach a specific subject in a special class in grades 7-12.

(1) Purpose. The purpose of limited extensions issued under this subdivision is to authorize a teacher who holds a valid initial, emergency COVID-19, or professional certificate in the classroom teaching service in students with disabilities (grades 7-12) generalist, students with disabilities (grades 7-12) content specialist, students with disabilities (grades 5-9) generalist, students with disabilities (grades 5-9) content specialist, students with disabilities (all grades), or the special education generalist permanent certificate to teach one of the following subject areas in a special class as defined in section 200.1(uu) of this Title: biology, chemistry, earth science, English Language Arts, general science, language other than English (specified) in either (grades 5-9) or (grades 7-12), mathematics, physics, and social studies.

(2) Limitations. A limited extension in a specific subject area issued under this subdivision shall be valid for five years from its effective date and may be renewed once for an additional five years if the candidate has completed at least three semester hours of coursework in the subject area of the limited extension sought prior to the expiration date of the first issuance of the limited extension. Candidates may apply for multiple limited extension(s) in different subject area(s).

(3) Requirements for a limited extension. A limited extension may be issued to a candidate in a specific subject area provided that the candidate holds a valid initial, emergency COVID-19, or professional certificate in the classroom teaching service in students with disabilities (grades 7-12) generalist, students with disabilities (grades 7-12) content specialist, students with disabilities (grades 5-9) generalist, students with disabilities (grades 5-9) content specialist, students with disabilities (all grades), or the

special education generalist permanent certificate and meets the requirements in one of the following subparagraphs:

(i) ...

(ii) [submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examination content specialty test in the subject area in which the limited extension is sought;

(iii)] receive a satisfactory passing score on an industry-accepted examination that demonstrates mastery in the subject area for which the limited extension is sought or in a closely related area that is approved by the department through a request for qualifications process;

[(iv)](iii) complete at least nine semester hours of coursework in the subject area in which the limited extension is sought; or

[(v)](iv) ...

18. Subdivision (a) of section 80-4.4 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(a) The candidate shall hold a valid provisional or permanent certificate for teaching special education, the deaf and hearing-impaired, the blind and partially sighted, the speech- and hearing- handicapped; or a valid initial, emergency COVID-19, or professional certificate in [early childhood special education]students with disabilities (birth-grade 2), [childhood special education]students with disabilities (grades 1-6), [middle childhood special education]students with disabilities (grades 5-9), [adolescence special education]students with disabilities (grades 7-12), students with disabilities (all

grades), deaf and hard of hearing (all grades), blind and visually impaired (all grades), speech and language disabilities (all grades).

19. Paragraph (5) of subdivision (b) of section 200.20 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(5) Each approved preschool program shall ensure that the educational director, if hired on or after September 1, 2016, shall possess a NYS teaching certificate pursuant to section 80-3.3 of this Title valid for classroom teaching services to students with disabilities, birth-grade 2 or all grades, or certification in early childhood education, or possesses New York State certification or licensure in speech-language pathology, psychology, occupational or physical therapy or another related services field as such term is defined in section 200.1(qq) of this Part; and, consistent with the requirements of section 80-3.10 of this Title, shall hold New York State certification as a School Building Leader or School District Leader or School Administrator/Supervisor. Nothing in this paragraph shall require that an approved preschool program hire an educational director in addition to the executive director when the executive director otherwise provides the on-site direction of the program.