



TO: The Honorable the Members of the Board of Regents

FROM: William P. Murphy *William P. Murphy*

SUBJECT: Proposed Amendment to Sections 52.21, 80-3.14, and 80-3.7 of the Regulations of the Commissioner of Education and Section 30-1.2 of the Rules of the Board of Regents Relating to Providing Flexibility Relating to Student Teaching, Individual Evaluation Pathway to Certification, Accreditation, and the Computer Science Tenure Area and Statement of Continued Eligibility in Response to the COVID-19 Crisis

DATE: April 1, 2021

AUTHORIZATION(S): *Sam M. ... John L. ... Betty ...*

SUMMARY

Issue for Decision (Consent Agenda)

Should the Board of Regents adopt the proposed amendment to sections 52.21, 80-3.14, and 80-3.7 of the Regulations of the Commissioner of Education and section 30-1.2 of the Rules of the Board of Regents relating to providing flexibility relating to student teaching, individual evaluation pathway to certification, accreditation, and the computer science tenure area and statement of continued eligibility in response to the COVID-19 crisis?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

The proposed amendment is submitted to the Full Board for adoption as an emergency rule at the April 2021 meeting. A copy of the proposed rule is included as Attachment A, and a Statement of Facts and Circumstances which necessitate emergency action is included as Attachment B.

Procedural History

The proposed amendment was presented to the Higher Education Committee for recommendation to the Full Board for adoption as an emergency rule at its February 2021 meeting, effective February 16, 2021. A Notice of Emergency Adoption and Proposed Rule Making was published in the State Register on March 3, 2021. Supporting materials are available upon request to the Secretary of the Board of Regents.

Background Information

Generally

On January 30, 2020, the World Health Organization designated the novel coronavirus, COVID-19, outbreak as a Public Health Emergency of International Concern. On March 7, 2020, the Governor of New York State declared a State disaster emergency for the entire State of New York pursuant to Executive Order 202. In response, the Department adopted emergency regulations at the April, May, June, July, September, October, November, and December 2020 Board of Regents meetings to address numerous issues resulting from interruptions caused by the COVID-19 crisis, including numerous amendments providing flexibility for institutions of higher education, certificate holders, applicants for certification, and candidates in educator preparation programs. To address additional issues resulting from the interruptions caused by the COVID-19 crisis, the Department is proposing further emergency regulatory amendments relating to higher education as follows:

- Accreditation
 - The Department proposes to amend section 52.21 of the Commissioner's regulations to provide additional time for institutions of higher education with both initial level and advanced level educator preparation programs, whose initial level programs have been reviewed and accredited by the Council for the Accreditation of Educator Preparation (CAEP) but whose advanced level programs have not yet been reviewed and accredited by CAEP, to complete the process for accreditation of their advanced level programs. These institutions may wait for the next accreditation review of their initial level programs to have their advanced level programs reviewed and accredited by CAEP, and those programs will be considered continuously accredited during that time period. (Attachment A # 4).
- Computer Science Tenure Area and Statement of Continued Eligibility (SOCE)
 - The Department proposes to amend section 30-1.2 of the Rules of the Board of Regents to extend the dates listed in the computer science tenure regulations, which are related to the Computer Science certificate, from September 1, 2022 to September 1, 2023. This one-year extension is consistent with the amendments to section 80-3.14 of the Commissioner's regulations providing a one-year extension for the Computer Science SOCE, signaling that teachers of computer science courses do not need to

hold the Computer Science certificate or SOCE until September 1, 2023 described directly below (Attachment A # 1).

- Currently, for the Computer Science SOCE, teachers must be employed as teachers of courses in computer science within the five years immediately preceding September 1, 2022 in a New York State public school, BOCES, or other school where teacher certification is required. The Department proposes to amend section 80-3.14 of the Commissioner's regulations to extend the application deadline for the Computer Science SOCE from September 1, 2022 to September 1, 2023. Additionally, the proposed amendment provides that teachers must be employed as teachers of computer science courses within six years immediately preceding September 1, 2023, rather than five. The proposed amendments are in response to schools offering fewer, if any, computer science courses during the COVID-19 pandemic, which may impact teachers' eligibility for the SOCE. The extensions provide school districts with more time to plan and offer needed computer science courses, which teachers must teach to receive the SOCE (Attachment A # 17).
- Individual Evaluation Pathway to Certification
 - The Department proposes to amend section 80-3.7 to extend the date by which candidates who apply for certification through the Individual Evaluation pathway must satisfy a longer teaching experience requirement (e.g., 14 weeks instead of 40 days) from September 1, 2026 to September 1, 2027. This one-year extension is consistent with the proposed amendments to section 52.21 providing a one-year extension for registered teacher preparation programs to revise their student teaching requirements described immediately below (Attachment A #'s 18-26).
- Student Teaching
 - The Department proposes to amend section 52.21 to provide a one-year extension for registered teacher preparation programs to revise their field experience and student teaching requirements in accordance with the Commissioner's regulations, establish memoranda of understanding or similar collaborative agreements related to clinical experiences, and ensure clinical experiences during community college programs, where applicable. With the extension, the required program changes would apply to candidates who first enroll in a registered program in the fall 2023 semester, instead of the fall 2022 semester and thereafter, to provide programs with additional time to make the required changes, if needed, because they have not been able to focus on making significant program changes during the COVID-19 pandemic (Attachment A #'s 2-16).

Related Regents Items

April 2020: [Proposed Amendments to Sections 52.3, 52.21, 57-4.5, 70.4, 74.6, 75.2, 75.5, 76.2, 79-9.3, 79-10.3, 79-11.3, 79-12.3, 80-1.13, 80-1.5, 80-3.15, 80-4.3, 83.5, 87.2, 87.5, 100.2, 100.4, 100.5, 100.6, 100.10, 100.21, 119.1, 119.5, 125.1, 151-1.4, 154-2.3, 175.5, 200.4, 200.5, 200.7, 200.20 and 275.8 and addition of Section 279.5 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/420bra6.pdf)
(<https://www.regents.nysed.gov/common/regents/files/420bra6.pdf>)

May 2020: [Proposed Amendments to Sections 52.21, 60.6, 61.19, 80-1.2, 80-3.7, 100.1, 100.2, 100.4, 100.5, 100.6, 100.7, 100.19 and 151-1.3 and addition of Section 80-5.27 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/520bra9-REVISED.pdf)
(<https://www.regents.nysed.gov/common/regents/files/520bra9-REVISED.pdf>)

May 2020: [Proposed Amendments to Sections 52.3, 52.21, 57-4.5, 70.4, 74.6, 75.2, 75.5, 76.2, 79-9.3, 79-10.3, 79-11.3, 79-12.3, 80-1.13, 80-1.5, 80-3.15, 80-4.3, 83.5, 87.2, 87.5, 100.2, 100.4, 100.5, 100.6, 100.10, 100.21, 119.1, 119.5, 125.1, 151-1.4, 154-2.3, 175.5, 200.4, 200.5, 200.7, 200.20 and 275.8 and addition of Section 279.5 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/520bra10.pdf)
(<https://www.regents.nysed.gov/common/regents/files/520bra10.pdf>)

June 2020: [Proposed Amendments to Sections 60.10, 80-1.2, 80-4.3, 80-4.4, 80-5.6, 100.2, 100.5, 100.7, 100.10, 110.4, 119.4, 121.5, 135.4, 145-2.15 of the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/620bra10.pdf)
(<https://www.regents.nysed.gov/common/regents/files/620bra10.pdf>)

June 2020: [Proposed Amendments to Sections 52.3, 52.21, 57-4.5, 70.4, 74.6, 75.2, 75.5, 76.2, 79-9.3, 79-10.3, 79-11.3, 79-12.3, 80-1.13, 80-1.5, 80-3.15, 80-4.3, 83.5, 87.2, 87.5, 100.2, 100.4, 100.5, 100.6, 100.10, 100.21, 119.1, 119.5, 125.1, 151-1.4, 154-2.3, 175.5, 200.4, 200.5, 200.7, 200.20 and 275.8 and addition of Section 279.5 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/620bra11.pdf)
(<https://www.regents.nysed.gov/common/regents/files/620bra11.pdf>)

June 2020: [Proposed Amendments to Sections 52.21, 60.6, 61.19, 80-1.2, 80-3.7, 100.1, 100.2, 100.4, 100.5, 100.6, 100.7, 100.19 and 151-1.3 and addition of Section 80-5.27 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/620bra12.pdf)
(<https://www.regents.nysed.gov/common/regents/files/620bra12.pdf>)

July 2020: [Proposed Amendments to Sections 52.3, 52.21, 57-4.5, 70.4, 74.6, 75.2, 75.5, 76.2, 79-9.3, 79-10.3, 79-11.3, 79-12.3, 80-1.13, 80-1.5, 80-3.15, 80-4.3, 83.5, 87.2, 87.5, 100.2, 100.4, 100.5, 100.6, 100.10, 100.21, 119.1, 119.5, 125.1, 151-1.4, 154-2.3, 175.5, 200.4, 200.5, 200.7, 200.20 and 275.8 and addition of Section 279.5 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/720bra7.pdf)
(<https://www.regents.nysed.gov/common/regents/files/720bra7.pdf>)

July 2020: [Proposed Amendments to Sections 52.21, 60.6, 61.19, 80-1.2, 80-3.7, 100.1, 100.2, 100.4, 100.5, 100.6, 100.7, 100.19 and 151-1.3 and addition of Section 80-5.27 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/720bra5.pdf)
(<https://www.regents.nysed.gov/common/regents/files/720bra5.pdf>)

July 2020: [Proposed Amendments to Sections 60.10, 80-1.2, 80-4.3, 80-4.4, 80-5.6, 100.2, 100.5, 100.7, 100.10, 110.4, 119.4, 121.5, 135.4, and 145-2.15 of the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/720brca13.pdf)
(<https://www.regents.nysed.gov/common/regents/files/720brca13.pdf>)

July 2020: [Proposed Amendments to Sections 80-5.3, 80-5.4, 100.1, 100.2, 100.5, 100.6, 100.10, 117.3, 136.3, 145-2.1, 151-1.3, 154-2.2, 154-2.3, and 200.4 of the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis and the Reopening of Schools](https://www.regents.nysed.gov/common/regents/files/720bra8revised.pdf)
(<https://www.regents.nysed.gov/common/regents/files/720bra8revised.pdf>)

September 2020: [Proposed Amendments to Sections 52.3, 52.21, 57-4.5, 70.4, 74.6, 75.2, 75.5, 76.2, 79-9.3, 79-10.3, 79-11.3, 79-12.3, 801.13, 80-1.5, 80-3.15, 80-4.3, 83.5, 87.2, 87.5, 100.2, 100.4, 100.5, 100.6, 100.10, 100.21, 119.1, 119.5, 125.1, 151-1.4, 1542.3, 175.5, 200.4, 200.5, 200.7, 200.20 and 275.8 and addition of Section 279.5 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/920bra6.pdf)
(<https://www.regents.nysed.gov/common/regents/files/920bra6.pdf>)

September 2020: [Proposed Amendments to Sections 52.21, 60.6, 61.19, 80-1.2, 80-3.7, 100.1, 100.2, 100.4, 100.5, 100.6, 100.7, 100.19 and 151-1.3 and addition of Section 80-5.27 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/920bra3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/920bra3.pdf>)

September 2020: [Proposed Amendments to Sections 80-5.3, 80-5.4, 100.1, 100.2, 100.5, 100.6, 100.10, 117.3, 136.3, 145-2.1, 151-1.3, 154-2.2, 154-2.3, 156.3, and 200.4 of the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis and the Reopening of Schools](https://www.regents.nysed.gov/common/regents/files/920bra8.pdf)
(<https://www.regents.nysed.gov/common/regents/files/920bra8.pdf>)

September 2020: [Proposed Amendments to Sections 52.21, 79-8.5, 100.5, and 154-2.3 of the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis and the Reopening of Schools](https://www.regents.nysed.gov/common/regents/files/920bra7revised.pdf)
(<https://www.regents.nysed.gov/common/regents/files/920bra7revised.pdf>)

September 2020: [Proposed Amendments to Sections 60.10, 80-1.2, 80-4.3, 804.4, 80-5.6, 100.2, 100.5, 100.7, 100.10, 110.4, 119.4, 121.5, 135.4, 145-2.15 of the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](https://www.regents.nysed.gov/common/regents/files/920brca3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/920brca3.pdf>)

October 2020: [Proposed Amendments to Sections 125.1, 135.4, and 52.21 of the Regulations of the Commissioner of Education and Section 30-3.2 of the Rules of the Board of Regents Relating to Addressing the COVID-19 Crisis and the Reopening of Schools](#)

(<https://www.regents.nysed.gov/common/regents/files/1020bra3.pdf>)

October 2020: [Proposed Amendments to Sections 52.3, 52.21, 57-4.5, 70.4, 74.6, 75.2, 75.5, 76.2, 79-9.3, 79-10.3, 79-11.3, 79-12.3, 80-1.13, 80-1.5, 80-3.15, 80-4.3, 83.5, 87.2, 87.5, 100.2, 100.4, 100.5, 100.6, 100.10, 100.21, 119.1, 119.5, 125.1, 151-1.4, 154-2.3, 175.5, 200.4, 200.5, 200.7, 200.20 and 275.8 and addition of Section 279.5 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](#)

(<https://www.regents.nysed.gov/common/regents/files/1020bra5revised.pdf>)

October 2020: [Proposed Amendments to Sections 52.21, 60.6, 61.19, 80-1.2, 80-3.7, 100.1, 100.2, 100.4, 100.5, 100.6, 100.7, 100.19 and 151-1.3 and addition of Section 80-5.27 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](#)

(<https://www.regents.nysed.gov/common/regents/files/1020bra4.pdf>)

October 2020: [Proposed Amendments to Sections 80-5.3, 80-5.4, 100.1, 100.2, 100.5, 100.6, 100.10, 117.3, 136.3, 145-2.1, 151-1.3, 154-2.2, 154-2.3, 156.3, and 200.4 of the Regulations of the Commissioner of Education Relating to Addressing the COVID19 Crisis and the Reopening of Schools](#)

(<https://www.regents.nysed.gov/common/regents/files/1020brca5.pdf>)

November 2020: [Proposed Amendments to Sections 52.3, 52.21, 57-4.5, 70.4, 74.6, 75.2, 75.5, 76.2, 79-9.3, 79-10.3, 79-11.3, 79-12.3, 80-1.13, 80-1.5, 80-3.15, 80-4.3, 83.5, 87.2, 87.5, 100.2, 100.4, 100.5, 100.6, 100.10, 100.21, 119.1, 119.5, 125.1, 151-1.4, 154-2.3, 175.5, 200.4, 200.5, 200.7, 200.20 and 275.8 and Addition of Section 279.15 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](#)

(<https://www.regents.nysed.gov/common/regents/files/1120bra3.pdf>)

November 2020: [Proposed Amendments to Sections 52.21, 79-8.5, 100.5, and 154-2.3 of the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis and the Reopening of Schools](#)

(<https://www.regents.nysed.gov/common/regents/files/1120brca2.pdf>)

December 2020: [Proposed Amendments to Sections 80-5.3, 80-5.4, 100.1, 100.2, 100.5, 100.6, 100.10, 117.3, 136.3, 145-2.1, 151-1.3, 154-2.2, 154-2.3, 156.3, and 200.4 of the Regulations of the Commissioner of Education Relating to Addressing the COVID19 Crisis and the Reopening of Schools](#)

(<https://www.regents.nysed.gov/common/regents/files/1220brca7.pdf>)

December 2020: [Proposed Amendments to Sections 52.21, 79-8.5, 100.5, and 154-2.3 of the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis and the Reopening of Schools](#)

(<https://www.regents.nysed.gov/common/regents/files/1220brca6.pdf>)

December 2020: [Proposed Amendments to Sections 52.21, 60.6, 61.19, 80-1.2, 80-3.7, 100.1, 100.2, 100.4, 100.5, 100.6, 100.7, 100.19 and 151-1.3 and the addition of Section 80-5.27 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](#)

(<https://www.regents.nysed.gov/common/regents/files/1220bra4.pdf>)

December 2020: [Proposed Amendments to Sections 155.17\(f\) and 100.5\(a\) of the Regulations of the Commissioner of Education and Section 30-3.16 of the Rules of the Board of Regents Relating to Addressing the COVID-19 Crisis](#)

(<https://www.regents.nysed.gov/common/regents/files/1220bra3.pdf>)

January 2021: [Proposed Amendments to Sections 52.3, 52.21, 57-4.5, 70.4, 74.6, 75.2, 75.5, 76.2, 79-9.3, 79-10.3, 79-11.3, 79-12.3, 801.13, 80-1.5, 80-3.15, 80-4.3, 83.5, 87.2, 87.5, 100.2, 100.4, 100.5, 100.6, 100.10, 100.21, 119.1, 119.5, 125.1, 151-1.4, 1542.3, 175.5, 200.4, 200.5, 200.7, 200.20 and 275.8 and Addition of Section 279.15 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](#)

(<https://www.regents.nysed.gov/common/regents/files/121brca3.pdf>)

February 2021: [Proposed Amendments to Sections 52.21, 80-3.14, and 80-3.7 of the Regulations of the Commissioner of Education and Section 30-1.2 of the Rules of the Board of Regents Relating to Providing Flexibility Relating to Student Teaching, Individual Evaluation Pathway to Certification, Accreditation, and the Computer Science Tenure Area and Statement of Continued Eligibility in Response to the COVID-19 Crisis](#)

(<https://www.regents.nysed.gov/common/regents/files/221hea1.pdf>)

February 2021: [Proposed Amendments to Sections 52.21, 60.6, 61.19, 80-1.2, 80-3.7, 100.1, 100.2, 100.4, 100.5, 100.6, 100.7, 100.19 and 151-1.3 and the addition of Section 80-5.27 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](#)

(<https://www.regents.nysed.gov/common/regents/files/221brca5.pdf>)

February 2021: [Proposed Amendments to Sections 52.3, 52.21, 57-4.5, 70.4, 74.6, 75.2, 75.5, 76.2, 79-9.3, 79-10.3, 79-11.3, 79-12.3, 801.13, 80-1.5, 80-3.15, 80-4.3, 83.5, 87.2, 87.5, 100.2, 100.4, 100.5, 100.6, 100.10, 100.21, 119.1, 119.5, 125.1, 151-1.4, 1542.3, 175.5, 200.4, 200.5, 200.7, 200.20 and 275.8 and Addition of Section 279.15 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](#)

(<https://www.regents.nysed.gov/common/regents/files/221brca6.pdf>)

March 2021: [Proposed Amendment of Sections 52.21, 60.6, 61.19, 80-1.2, 80-3.7, 100.1, 100.2, 100.4, 100.5, 100.6, 100.7, 100.19 and 151-1.3 and the addition of Section 80-](#)

[5.27 to the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](#)

(https://www.regents.nysed.gov/common/regents/files/321bra5_0.pdf)

March 2021: [Proposed Amendment of Sections 100.4, 100.10 and 175.5 of the Regulations of the Commissioner of Education Relating to Addressing the COVID-19 Crisis](#)

(https://www.regents.nysed.gov/common/regents/files/321p12a7revised_0.pdf)

March 2021: [Proposed Amendment to Sections 125.1, 135.4, and 52.21 of the Regulations of the Commissioner of Education and Section 30-3.2 of the Rules of the Board of Regents Relating to Addressing the COVID-19 Crisis and the Reopening of Schools](#)

(<https://www.regents.nysed.gov/common/regents/files/321brca8.pdf>)

Recommendation

It is recommended that the Board of Regents take the following action:

VOTED: That sections 52.21, 80-3.14, and 80-3.7 of the Regulations of the Commissioner of Education and section 30-1.2 of the Rules of the Board of Regents be amended, as submitted, as an emergency measure, effective May 10, 2021, upon a finding by the Board of Regents that such action is necessary for the preservation of public health and the general welfare in order to immediately provide flexibility for certain higher education regulatory requirements in response to the COVID-19 crisis and to ensure that the emergency action taken at the February 2021 meeting remains continuously in effect.

Timetable for Implementation

If adopted as an emergency measure at the April 2021 Regents meeting, the proposed amendments will become effective as an emergency rule on May 10, 2021. It is anticipated that the proposed amendments will be presented for permanent adoption at the June 2021 Regents meeting, after publication of the proposed amendment in the State Register and expiration of the 60-day public comment period required under the State Administrative Procedure Act. If adopted at the June 2021 meeting, the proposed rule will become effective on June 23, 2021.

Attachment A

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 101, 207, 210, 215, 3001, 3004, and 3009 of the Education Law.

1. Subdivision (d) of section 30-1.2 of the Rules of the Board of Regents shall be amended as follows:

(d) The provisions of this Subpart shall apply to a professional educator employed by a school district or board of cooperative educational services to devote a substantial portion of his or her time to the provision of instruction in computer science, on or after August 1, 1975, as follows:

(1) A professional educator employed by a school district or board of cooperative educational services on September 1, [2022]2023 who was previously appointed by the board to tenure or a probationary period in a tenure area identified in this Subpart shall either:

(i) continue to receive credit toward tenure and/or accrue tenure and seniority rights in his or her previous tenure area from the initial date of his or her assignment and continue to receive tenure and/or seniority rights in his or her previous tenure area while assigned to devote a substantial portion of his or her time to the provision of instruction in computer science: or

(ii) if the professional educator provides knowing consent to the school district or board of cooperative educational services to change his or her tenure area pursuant to section 30-1.9 of this Subpart by September 1, [2022]2023. he or she may receive credit toward tenure and/or accrue tenure and seniority rights in the special subject tenure area

of computer science, established in section 30-1.8 of this Subpart, from the date of his or her initial assignment to a position where he or she devoted a substantial portion of his or her time to the provision of instruction in computer science and he or she shall continue to receive tenure and seniority rights in that tenure area while assigned to a position where he or she devotes a substantial portion of his or her time to the provision of computer science instruction appropriate for such tenure area.

(2) Any school district or board of cooperative educational services that appoints or assigns a professional educator on or after September 1, [2022]2023 to devote a substantial portion of his or her time to the provision of computer science instruction shall make probationary appointments and appointments on tenure in accordance with section 30-1.8(e) of this Subpart.

(3) Any board of cooperative educational services that appoints a professional educator on or after September 1, [2022]2023 to devote a substantial portion of his or her time to computer science instruction as a result of a board of cooperative educational services taking over a program formerly operated by a school district or a county vocational education and extension board pursuant to section 3014-a of the Education Law, shall credit the professional educator with tenure and seniority rights in the special subject tenure area for computer science instruction established in section 30-1.8(e) of this Subpart from the initial date of his or her assignment to the performance of computer science instruction in the school district or county vocational education and extension board and shall continue to credit the professional educator with tenure and/or seniority rights in such tenure area while he or she is assigned to devote a substantial portion of

his or her time to the performance of computer science instruction in such tenure area at the board of cooperative educational services.

(4) Any board of education that appoints a professional educator on or after September 1, [2022]2023 to devote a substantial portion of his or her time to computer science instruction as a result of a school district taking over a program formerly operated by a board of cooperative educational services pursuant to section 3014-b of the Education Law, where the professional educator is serving in a computer science instruction tenure area pursuant to section 30-1.9(b) of this Subpart, shall credit the professional educator with tenure and seniority rights in a tenure area for which he or she holds the proper certification as described in section 30-1.9(b) of this Subpart, from the initial date of his or her assignment to the performance of computer science instruction in the board of cooperative educational services and shall continue to credit such professional educator with tenure and/or seniority rights in such tenure area while he or she is assigned to devote a substantial portion of his or her time to the performance of computer science instruction provided that he or she holds the proper certification for such tenure area.

2. Clause (f) of subparagraph (i) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(f) Partnerships.

(1) For registered programs with students that first enroll prior to the fall [2022]2023 semester, institutions shall demonstrate how they maintain formal relationships with local schools for the purpose of improving the preparation of teachers and improving teaching and learning at both the institutional and the elementary and/or secondary school levels.

(2) For registered programs with students who first enroll for the fall [2022]2023 semester and thereafter:

(i) ...

(ii) ...

(iii) ...

3. Subclause (2) of clause (c) of subparagraph (ii) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(2) Field experiences, student teaching and practica.

(i) For registered programs with students who first enroll prior to the fall [2022]2023 semester:

(A) ...

(B) ...

(ii) For registered programs with students who first enroll for the fall [2022]2023 semester and thereafter:

(A) ...

(B) ...

4. Subclause (2) of clause (c) of subparagraph (iv) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(2) Programs shall be continuously accredited by either:

(i) ...

(ii) a professional education accrediting association acceptable to the department that is seeking recognition from the Council for Higher Education Accreditation or the United States Department of Education. To pursue this option and have its programs be considered continuously accredited under this subclause, the institution shall provide the department with satisfactory evidence, on a form prescribed by the commissioner, that it intends to apply for accreditation with a professional education accrediting association that is seeking recognition from the Council for Higher Education Accreditation or the United States Department of Education, prior to the expiration date of its current accreditation period. The institution will then have six years from the date of such notification to successfully complete the accreditation process. If at any time during the accreditation process, the association determines that the institution's program or programs cannot be accredited by such association and/or that the institution has not diligently pursued an application for accreditation, then the institution's program or programs shall not be considered continuously accredited for purposes of this subclause[.]; or

(iii) where an institution has both initial level and advanced level educator preparation programs, and the institution's initial level programs have been reviewed and accredited by the Council for the Accreditation of Educator Preparation and the institution's advanced level programs have not yet been reviewed and accredited by the Council for the Accreditation of Educator Preparation, the institution may wait for the next accreditation review of their initial level programs to have their advanced level programs reviewed and accredited by the Council for the Accreditation of Educator Preparation and those advanced level programs will still be considered to meet the terms of this subclause

until that accreditation review takes place. If at any time during the accreditation process, the Council for the Accreditation of Educator Preparation determines that the institution's program or programs cannot be accredited by such association and/or that the institution has not diligently pursued an application for accreditation, then the institution's program or programs shall not be considered continuously accredited for purposes of this subclause.

5. Clause (b) of subparagraph (i) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on early childhood education and include, but need not be limited to:

(1) ...

(2) for registered programs with students who first enroll prior to the fall [2022]2023 semester, the program shall require field experiences and student-teaching experiences with children in each of the three early childhood groups, pre-kindergarten, kindergarten, and grades 1 through 2, through the combined field experiences and student-teaching experience, and for programs with at least two student-teaching experiences, student teaching with at least two of these three groups. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for 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 50 clock hours of field experiences and at least 20 days of practica or student teaching with students in early childhood, including experiences with each of the three early childhood groups;

(3) for registered programs with students who first enroll for the fall [2022]2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with children in each of the three early childhood groups, pre-kindergarten, kindergarten, and grades 1 through 2, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

6. Clause (b) of subparagraph (ii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on childhood education and include, but need not be limited to:

(1) ...

(2) for registered programs with students who first enroll prior to the fall [2022]2023 semester, the program shall require field experiences and student-teaching experiences in both childhood education settings, grades 1 through 3 and grades 4 through 6. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for 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 50 clock hours of field experiences, practica,

or student teaching with students in childhood education, including experiences in both childhood education settings;

(3) for registered programs with students who first enroll for the fall [2022]2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in both childhood education settings, grades 1 through 3 and grades 4 through 6, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

7. Clause (b) of subparagraph (iii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on middle childhood education and include, but need not be limited to:

(1) ...

(2) for registered programs with students who first enroll prior to the fall [2022]2023 semester, the program shall require student-teaching experiences in both middle childhood settings, grades 5 through 6 and 7 through 9 for programs with at least two 20 day student-teaching experiences; and for programs with one student-teaching experience, combined field experiences and student teaching in both middle childhood settings, grades 5 through 6 and grades 7 through 9. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for 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 program shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with middle childhood students, including experiences in both middle childhood settings, grades 5 through 6 and grades 7 through 9;

(3) for registered programs with students who first enroll in the fall ~~[2022]~~2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in both middle childhood settings, grades 5 through 6 and 7 through 9, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

8. Clause (b) of subparagraph (iv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on adolescence education and include, but need not be limited to:

(1) ...

(2) for registered programs with students who first enroll prior to the fall ~~[2022]~~2023 semester, the program shall require student-teaching experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12 for programs with at least two 20 day student-teaching experiences; and for programs with one student-teaching experience, combined field experiences and student teaching in both adolescence education settings, grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(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, programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in adolescence, including experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12;

(3) for registered programs with students who first enroll in the fall [2022]2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

9. Clause (b) of subparagraph (v) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall include, but need not be limited to:

(1) ...

(2) for registered programs with students who first enroll prior to the fall [2022]2023 semester, the program shall require student-teaching experiences of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12 for programs with at least two 20 day student-teaching experiences; and for programs with one student-teaching experience, combined field experiences and student teaching of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12. The

time requirements for field experience, student teaching and practica of item (2)(ii)(c)(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 50 clock hours of field experiences, practica, or student teaching with students in the special subject class, including experiences in both settings, pre-kindergarten through grade 6 and grades 7 through 12;

(3) for registered programs with students who first enroll in the fall [2022]2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

10. Clause (b) of subparagraph (vi) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) 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 and include, but need not be limited to:

(1) ...

(2) for registered programs with students who first enroll prior to the Fall [2022]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. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(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 registered programs with students who first enroll in the Fall [2022]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 of the certificate, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

11. Clause (b) of subparagraph (vii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) 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) of this paragraph; and specialized knowledge, understanding and skills for teaching deaf or hard-of-hearing students that includes, but need not be limited to:

(1) ...

(2) for registered programs with students who enroll prior to the Fall ~~[2022]~~2023 semester, the program shall require field experiences, student teaching or practica with students who are deaf or hard-of-hearing, which includes experiences at each of the four developmental levels: early childhood, childhood, middle childhood, and adolescence, provided that if a program has at least two student-teaching experiences, student teaching shall include experiences at the early childhood or childhood level and also at the middle childhood or adolescence level. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(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 50 clock hours of field experiences and at least 20 days of practica or student teaching with students who are deaf or hard-of-hearing;

(3) for registered programs with students who first enroll for the Fall [2022]2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students who are deaf or hardof- hearing, including experiences at each of the four developmental levels: early childhood, childhood, middle childhood, and adolescence, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

12. Clause (b) of subparagraph (viii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause (2)(ii)(c) 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) 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:

(1) ...

(2) for registered programs with students who first enroll prior to the Fall [2022]2023 semester, the program shall require field experiences, student teaching or practica with students who are blind or visually impaired, which includes experiences at each of the four developmental levels: early childhood, childhood, middle childhood and adolescence, provided that if a program has at least two student-teaching experiences, student teaching shall include experiences at the early childhood or childhood level and also at the middle childhood or adolescence level. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(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 50 clock hours of field experiences and at least 20 days of practica or student teaching with students who are blind or visually impaired;

(3) for registered programs with students that first enroll for the Fall [2022]2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students who are blind or visually impaired, including experiences at each of the four developmental levels: early childhood, childhood, middle childhood and adolescence, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

13. Clause (b) of subparagraph (x) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on teaching English to speakers of other languages and include, but need not be limited to:

(1) ...

(2) for registered programs with students who first enroll prior to the Fall [2022]2023 semester, the program shall require field experiences and student teaching with students learning English as a new language in both elementary and secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(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 50 clock hours of field experiences with students learning English as a second language; and practica or student teaching with students learning English as a second language in both elementary and secondary schools totaling at least 20 days;

(3) for registered programs with students that first enroll for the Fall [2022]2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students learning English as a new language in both elementary and secondary schools, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

14. Clause (b) of subparagraph (xii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on middle childhood and adolescence education and include but need not be limited to:

(1) ...

(2) for registered programs with students that first enroll students prior to the Fall [2022]2023 semester, the program shall require field experiences in both elementary and secondary schools and student-teaching experiences at two different grade levels with at last one student-teaching experience in grades 10, 11 and/or 12 for programs with at least

two student-teaching experiences. For programs with one student-teaching experience, combined field experiences and student teaching at two different grade levels with one student-teaching experience in grades 10, 11 and/or 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(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 50 clock hours of field experiences, practica, or student teaching in the career field in grades 10, 11 and/or 12;

(3) for registered programs with students who first enroll for the Fall ~~[2022]~~2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences at two different grade levels, and shall require the student teaching experience to be in grades 10, 11 and/or 12, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

15. Clause (b) of subparagraph (xiv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) In addition to the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the program shall include but need not be limited to:

(1) ...

(2) for registered programs with students that first enroll prior to the Fall ~~[2022]~~2023 semester, the program shall require at least 100 clock hours of field experiences in

elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools;

(3) for registered programs with students who first enroll for the Fall [2022]2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in both elementary and secondary schools, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section, and shall require at least two full-time practica of at least seven weeks each in elementary and secondary schools.

16. Clause (b) of subparagraph (xv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In addition to the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the program shall include but need not be limited to:

(1) ...

(2) for registered programs with students who first enroll prior to the Fall [2022]2023 semester, the program shall require at least 100 clock hours of field experiences in elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(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 hours of field experiences or practica in elementary and/or secondary schools;

(3) for registered programs with students who first enroll for the Fall [2022]2023 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in elementary and secondary schools, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section

17. Section 80-3.14 of the Regulations of the Commissioner of Education shall be amended as follows:

(a) Upon application, any person holding a valid certificate in the classroom teaching service and employed within the [five]six years immediately preceding September 1, [2022]2023, as a teacher of computer science courses in a New York State public school or board of cooperative educational services or any other school where teacher certification is required, may be issued a statement of continued eligibility so that such person may continue to teach computer science courses in the employing school district, school or board of cooperative educational services. The statement of continued eligibility shall be valid for 10 years from the date the statement of continued eligibility is issued and the candidate shall not be required to hold a computer science certificate as prescribed in section 80-3.2 of this Subpart, provided such person holds a permanent or professional certificate in another certification area in the classroom teaching service.

(b) A statement of continued eligibility shall only be valid for service in the school district, board of cooperative educational services, or other school that employed such individual when the statement of continued eligibility was issued.

(c) Applications for the statement of continued eligibility must be filed with the department on or before September 1, [2022]2023.

18. Clause (b) of subparagraph (v) of paragraph (2) of subdivision (a) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) Candidates who apply for a certificate prior to September 1, [2026]2027 shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher.

(2) Candidates who apply for a certificate on or after September 1, [2026]2027 shall satisfactorily complete 14 weeks of full-time college-supervised student teaching, as defined in section 52.21(b)(2)(ii)(c)(2) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher, provided that such paid employment experience must include at least one continuous period of no fewer than 35 days.

(3) ...

19. Subclause (2) of clause (b) of subparagraph (iv) of paragraph (3) of subdivision (a) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(2) Teaching experience.

(i) Candidates who apply for a certificate prior to September 1, [2026]2027 shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher. In addition, the candidate shall satisfactorily complete a college-supervised practicum, as defined in section 52.21(b)(2) of this Title,

of 50 clock hours in teaching literacy to students, at developmental levels appropriate to the certificate sought. For candidates who apply for both certificate titles, literacy (birth-grade 6) and literacy (grades 5-12), the 50-clock hour practicum shall include 25 clock hours of teaching students (birth- grade 6) and 25 clock hours of teaching students (grades 5-12). One year of paid, satisfactory, full-time experience as a literacy teacher on the elementary and/or secondary level may be accepted in lieu of the college-supervised practicum in literacy when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a literary teacher in a New York State public school must be in accordance with the commissioner's regulations.

(ii) For candidates applying for certificate on or after September 1, ~~[2026]~~2027, the candidate shall satisfactorily complete 14 weeks of full time college-supervised student teaching, as defined in section 52.21(b)(2) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher; provided that such paid employment experience must include at least one continuous period of no fewer than 35 days. In addition, the candidate shall satisfactorily complete a practicum, as defined in section 52.21(b)(2) of this Title, of at least 50 clock hours in teaching literacy to students, at developmental levels appropriate to the certificate sought. For candidates who apply for both certificate titles, literacy (birth-grade 6) and literacy (grades 5-12), the 50-clock hour practicum shall include 25 clock hours of teaching students birth-grade 6 and 25 clock hours of teaching students grades 5-12. One year of paid, satisfactory, full-time experience as a literacy teacher at the elementary and/or secondary level may be accepted in lieu of the practicum in literacy when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a

literacy teacher in a New York State public school must be in accordance with the commissioner's regulations.

20. Clause (b) of subparagraph (xii) of paragraph (3) of subdivision (a) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Pedagogical core. In lieu of meeting the pedagogical core requirements in subparagraph (2)(v) of this subdivision, the candidate shall complete pedagogical coursework prescribed in subclause (1) of this clause and the practicum prescribed in subclause (2) of this clause.

(1) ...

(2) Practicum. For candidates applying for a certificate prior to September 1, [2026]2027, the candidate shall satisfactorily complete a college-supervised practicum, as defined in section 52.21(b)(1) of this Title, providing library services, of 20 school days in an elementary school and 20 school days in a secondary school. One year of paid, satisfactory, full-time experience as a library media specialist on the elementary and/or secondary level may be accepted in lieu of the college-supervised practicum in library media when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a library media specialist in a New York State public school must be in accordance with the commissioner's regulations.

(3) Clinical experience. For candidates applying for a certificate on or after September 1, [2026]2027, the candidate shall satisfactorily complete a practicum, as defined in section 52.21(b)(2) of this Title, providing library services, of 7 weeks full-time in an elementary school and 7 weeks full-time in a secondary school. One year of paid, satisfactory, full-time experience as a library media specialist on the elementary and/or

secondary level may be accepted in lieu of the practicum in library services when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a library media specialist in a New York State public school must be in accordance with the commissioner's regulations.

21. Clause (b) of subparagraph (iii) of paragraph (2) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) For candidates applying for a certificate prior to September 1, ~~[2026]~~2027, the candidate shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, ~~[2026]~~2027, the candidate shall satisfactorily complete 14 weeks, full time, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher, provided that such paid employment experience must include at least one continuous period of no fewer than 35 days. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the

candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

22. Clause (b) of subparagraph (iii) of paragraph (3) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) For candidates applying for a certificate prior to September 1, [2026]2027, the candidate shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates applying for a certificate on or after September 1, [2026]2027, the candidate shall satisfactorily complete 14 weeks of full-time, college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher; provided that such paid employment experience must include at least one continuous period of no fewer than 35 days. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing

school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

23. Clause (b) of subparagraph (iv) of paragraph (4) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) For candidates applying for a certificate prior to September 1, ~~[2026]~~2027, the candidate shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, ~~[2026]~~2027, the candidate shall satisfactorily complete 14 weeks, full-time, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher; provided that such paid employment experience must include at least one continuous period of no fewer than 35 days. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing

school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

24. Clause (b) of subparagraph (iv) of paragraph (5) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) For candidates applying for a certificate prior to September 1, ~~[2026]~~2027, the candidate shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, ~~[2026]~~2027, the candidate shall satisfactorily complete 14 weeks of full time, college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher, provided that such paid employment experience must include at least one continuous period of no fewer than 35 days. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing

school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

25. Clause (b) of subparagraph (v) of paragraph (6) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) For candidates who apply for a certificate prior to September 1, ~~[2026]~~2027, the candidate shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, ~~[2026]~~2027, the candidate shall satisfactorily complete 14 weeks of full-time, college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher; provided that such paid employment experience must include at least one continuous period of no fewer than 35 days. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing

school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

26. Clause (b) of subparagraph (iv) of paragraph (8) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) For candidates who apply for a certificate prior to September 1, ~~[2026]~~2027, the candidate shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, ~~[2026]~~2027, the candidate shall satisfactorily complete 14 weeks of full-time, college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher; provided that such paid employment experience must include at least one continuous period of no fewer than 35 days. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing

school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

STATEMENT OF FACTS AND CIRCUMSTANCES WHICH
NECESSITATE EMERGENCY ACTION

On January 30, 2020, the World Health Organization designated the novel coronavirus, COVID-19, outbreak as a Public Health Emergency of International Concern. On March 7, 2020, the Governor of New York State declared a State disaster emergency for the entire State of New York pursuant to Executive Order 202. In response, the Department adopted emergency regulations at the April, May, June, July, September, October, November, and December 2020 Board of Regents meetings to address numerous issues resulting from interruptions caused by the COVID-19 crisis, including numerous regulations providing flexibility for institutions of higher education, certificate holders, applicants for certification, and candidates in educator preparation programs. To address additional issues resulting from the interruptions caused by the COVID-19 crisis, it is necessary for the Department to adopt further higher education regulatory amendments related to the following:

- Student Teaching;
- Individual Evaluation Pathway to Certification;
- Accreditation; and
- Computer Science Tenure Area and Statement of Continued Eligibility.

The proposed amendment was presented to the Higher Education Committee for recommendation and to the Full Board for adoption as an emergency action at the February 2021 meeting of the Board of Regents. Because the Board of Regents meets at scheduled intervals, the earliest the proposed amendment could be presented for

regular (non-emergency) adoption, after publication in the State Register and expiration of the 60-day public comment period required in the State Administrative Procedure Act (SAPA) sections 201(1) and (5), is the June 2021 Regents meeting. Furthermore, pursuant to SAPA 203(1), the earliest effective date of the proposed rule, if adopted at the June 2021 meeting, would be June 23, 2021, the date the Notice of Adoption would be published in the State Register. However, the February emergency rule will expire on May 9, 2021.

However, because the COVID-19 crisis is presently affecting the State of New York, a second emergency action is necessary at the April 2021 meeting, effective May 10, 2021 for the preservation of public health and the general welfare in order to immediately address issues arising from the COVID-19 crisis and to provide flexibility for certain higher education regulatory requirements in response to the COVID-19 crisis.

It is anticipated that the proposed rule will be presented for adoption as a permanent rule at the June 2021 Regents meeting, which is the first scheduled meeting after the 60-day public comment period prescribed by SAPA for State agency rule makings.