



**TO:** The Honorable the Members of the Board of Regents

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

**SUBJECT:** Proposed Amendment of Sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education Relating to the General Education Core in the Liberal Arts and Sciences Requirement for Registered Teacher Preparation Programs and the Individual Evaluation Pathway to Teacher Certification

**DATE:** March 31, 2022

**AUTHORIZATION(S):** *Donna Bell* *Bell*

#### **SUMMARY**

#### **Issue for Decision (Consent)**

Should the Board of Regents adopt the proposed amendment of sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education relating to the general education core in the liberal arts and sciences requirement for registered teacher preparation programs and the individual evaluation pathway to teacher certification?

#### **Reason(s) for Consideration**

Review of policy.

#### **Proposed Handling**

The proposed amendment is submitted to the Full Board for adoption as a permanent rule at its April 2022 meeting. A copy of the proposed amendment is included (Attachment A).

#### **Procedural History**

The proposed amendment was presented to the Higher Education Committee for discussion at its December 2021 meeting. A Notice of Proposed Rule Making was published in the State Register on December 29, 2021 for a 60-day public comment period. Following publication in the State Register, the Department received five comments on the proposed amendment. An Assessment of Public Comment is included (Attachment B). No changes to the proposed amendment are recommended at this

time. A Notice of Adoption will be published in the State Register on April 27, 2022. Supporting materials are available upon request from the Secretary to the Board of Regents.

### **Background Information**

To obtain an undergraduate degree in New York State, all students, including those enrolled in teacher preparation programs, must complete a minimum amount of liberal arts and sciences (LAS) coursework. The precise amount depends upon the degree (8 NYCRR 3.47). Institutions of higher education (IHEs) typically require LAS coursework across a range of disciplines as an undergraduate degree requirement. In addition, the Middle States Commission on Higher Education requires those IHEs which it accredits to ensure that undergraduates complete a general education program that includes coursework in oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

Section 52.21 of the Commissioner's regulations require that most registered teacher preparation programs ensure that candidates complete coursework in the following three core areas:

- **General education core in the liberal arts and sciences.** Candidates complete study in the liberal arts and sciences, including artistic expression, communication, information retrieval, concepts in history and social sciences, humanities, a world language other than English, scientific and mathematical processes, and written analysis and expression.
- **Content core.** Candidates complete a major or its equivalent of at least 30 semester hours in the subject area(s) of the certificate sought, which prepares them with the knowledge base to teach the subject area(s) in accordance with the State learning standards for students, as prescribed in Part 100 of this Title. This, in turn, prepares them for refining and expanding that knowledge base.
- **Pedagogical core.** Candidates complete study in specified pedagogical knowledge, understanding, and skills, and field experiences, student teaching, and/or practicum.

The Department is proposing to remove the general education core in LAS requirement for registered teacher preparation programs because candidates are already completing a distribution of liberal arts and science for their undergraduate degree, making the requirement an unnecessary obstacle to program completion.

By removing this requirement, undergraduate teacher preparation programs may have greater flexibility to offer coursework in the content core and pedagogical core. Additionally, undergraduate programs would still be required to meet the degree requirements of having a specified minimum amount of LAS coursework and at least 120 semester hours for the undergraduate degree (8 NYCRR 3.47(c) and 52.2(c)(7)).

For candidates in graduate teacher preparation programs, the general education core in LAS is completed during their undergraduate degree. If a candidate entering a graduate program has not met one or more of the requirements of the general education core in LAS, the institution must require them to take additional LAS coursework to complete the requirement. Faculty in graduate teacher preparation programs have expressed that this requirement presents an unnecessary obstacle to program completion.

For similar reasons, the Department proposes to eliminate the general education core in LAS requirement for candidates seeking teacher certification outside of a New York State registered teacher preparation program via the individual evaluation pathway, including career changers. These candidates are required to complete 30 semester hours of coursework that includes study in each of the following subjects: artistic expression, communication, information retrieval, concepts in history and social sciences, humanities, a world language other than English, scientific and mathematical processes, and written analysis and expression.

As with candidates enrolled in teacher preparation programs, these candidates have typically completed such requirements during their bachelor's degree, which is required to satisfy the individual evaluation pathway. They would also continue to be required to complete the content core and pedagogical core requirements for certification via the individual evaluation pathway.

This proposal removes a potential barrier to teacher certification and is intended to alleviate current teacher shortages.

### **Related Regents Items**

December 2021: [Proposed Amendment to Sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education Relating to the General Education Core in the Liberal Arts and Sciences Requirement for Registered Teacher Preparation Programs and the Individual Evaluation Pathway to Teacher Certification](https://www.regents.nysed.gov/common/regents/files/1221hed2.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/1221hed2.pdf>)

### **Recommendation**

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

VOTED: That sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education be amended, as submitted, effective April 27, 2022.

### **Timetable for Implementation**

If adopted at the April meeting, the proposed amendment will become effective on April 27, 2022.

**Attachment A**

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

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

1. Subparagraph (ii) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(ii) Standards for programs leading to an initial certificate. 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 leading to an initial certificate shall be programs leading to a baccalaureate or higher degree, which shall include a requirement that the candidate complete [a general education core in the liberal arts and sciences as prescribed in clause (a) of this subparagraph, ]a content core as prescribed in clause [(b)](a) of this subparagraph[,] and a pedagogical core as prescribed in clause [(c)](b) of this subparagraph.

(a) [General education core in the liberal arts and sciences. The program shall include a requirement that the candidate complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences[, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a world language other than English; scientific and mathematical processes; and written analysis and expression.

(b) Content core. The program shall include a requirement that the candidate complete study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State learning standards

for students, as prescribed in Part 100 of this Title, and shall prepare candidates for refining and expanding that knowledge base.

[(c)](b) Pedagogical core. The program shall include a requirement that the candidate complete study in a pedagogical core that provides the candidate with the pedagogical knowledge, understanding, and skills as set forth in subclause ( 1) of this clause and field experiences, and student teaching and/or practica as set forth in subclause (2) of this clause.

(1)...

(2)...

(i)...

(ii)...

(A)...

(B)...

(C)...

(D) Limited exemption for certain experienced teachers.

(I) Qualifying for the limited exemption: A candidate who is enrolled in a graduate-level program leading to certification in one or more certificates shall be exempt from the clock hour requirements for clinical experiences set forth in subitem

[(ii)(c)(2)(i)(A)](ii)(b)(2)(ii)(A) of this paragraph and from the full semester requirement for student teaching as described in subclause [(ii)(c)(2)(i)(B)](ii)(b)(2)(ii)(B) of this paragraph if such candidate satisfies one or more of the following conditions:

(E)...

(iii)...

(vi)...

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

(i) Programs leading to initial certificates valid for teaching early childhood education (birth through grade 2).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision, the content core shall be a major, concentration, or the equivalent in one or more of the liberal arts and sciences, which, in combination with the [general education core and ]pedagogical core, shall ensure that the candidate has a knowledge base for teaching to the State learning standards for students, as prescribed in Part 100 of this Title, in the following areas of the early childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; world languages; mathematics, science and technology; and social studies.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause [(2)(ii)(c)](2)(ii)(b) 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 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)](2)(ii)(b)(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 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)](b)(2)(ii)(b)(2) of this section.

3. Subparagraph (ii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(ii) Programs leading to initial certificates valid for teaching childhood education (grades 1 through 6).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision, the content core shall be a major, concentration, or the equivalent in one or more of the liberal arts and sciences, which, in combination with the [general education core and ]pedagogical core, ensures

that the candidate has a knowledge base for teaching to the State learning standards for students in the following areas of the childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; languages other than English; mathematics, science and technology; and social studies, as prescribed in Part 100 of this Title.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause [(2)(ii)(c)](2)(ii)(b) 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 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)](2)(ii)(b)(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 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)](b)(2)(ii)(b)(2) of this section.

4. Subparagraph (iii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(iii) Programs leading to initial certificates valid for teaching middle childhood education (grades 5 through 9).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision, the content core shall be study that provides a content knowledge base for assisting students in grades 5 through 9 in meeting the State learning standards for students, as prescribed in Part 100 of this Title, through the following options:

(1) ...

(2) generalist option - a major, concentration, or the equivalent, in one or more of the liberal arts and sciences, which, in combination with the [general education core and ]pedagogical core, shall ensure that the candidate has a knowledge base for teaching to the State learning standards for students in the following areas of the middle childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; world languages; mathematics, science and technology; and social studies; as prescribed in Part 100 of this Title.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause [(2)(ii)(c)](2)(ii)(b) 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 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)]~~[(2)(ii)(b)(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 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)]~~[(b)(2)(ii)(b)(2)] of this section.

5. Subparagraph (iv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(iv) Programs leading to initial certificates valid for teaching adolescence education (grades 7 through 12).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision, the content core shall be a major or its equivalent in one of the liberal arts and sciences that provides a knowledge base for assisting students in grades 7 through 12 in meeting the State learning standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: English, world languages, biology, chemistry, earth science, physics, mathematics, or social studies, provided that the content core in social studies shall include study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world.

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

6. Subparagraph (v) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(v) Programs leading to initial certificates valid for teaching a special subject (all grades).

(a) Content core. Except as provided in paragraph (1) of this subdivision, in addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision, the content core shall be a major or its equivalent in the subject area of the certificate that provides a knowledge base for assisting students in meeting the State learning standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: dance, family and

consumer sciences, health education, music, physical education, technology education, theatre, or visual arts.

(1) For certificates in computer science (all grades), in addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision and until such time as the department adopts State learning standards for computer science in Part 100 of this Title, the content core shall be at least a total of 12 semester hours that provides a knowledge base for assisting students in understanding the following concepts:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause [(2)(ii)(c)](2)(ii)(b) 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 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)](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 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 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)](b)(2)(ii)(b)(2) of this section.

7. Subparagraph (vi) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be 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.

(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)(b)](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 and childhood. In addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](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) Students with disabilities in adolescence (generalist). In addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](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 [general education core and ]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.

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

(1) ...

(2) for registered programs with students who first enroll prior to the Fall 2022 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)][(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 registered programs with students who first enroll in the Fall 2022 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)][(b)(2)(ii)(b)(2)] of this section.

8. Subparagraph (vii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:



(vii) Programs leading to initial certificates valid for teaching students who are deaf or hard-of-hearing (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision, the content core shall include two options for candidates:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause [(2)(ii)(c)](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) 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 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)](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 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 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)](b)(2)(ii)(b)(2) of this section.

9. Subparagraph (viii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(viii) Programs leading to initial certificates valid for teaching students who are blind or visually impaired (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision, the content core shall include two options for candidates:

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause [(2)(ii)(c)](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) 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 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)]~~[(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 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 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)]~~[(b)(2)(ii)(b)(2)] of this section.

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

(a) Requirements for the initial certificate.

(1) Content core. The general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision shall not apply. The content core shall include study to acquire knowledge, understanding, and skills in the field of speech and language disorders.

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

(i) ...

(ii) supervised, on-campus clinical practica and off-campus, college-supervised clinical practica totaling at least 150 clock hours that include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood, and adolescence. The off-campus practica shall include experiences in elementary and/or secondary schools. The time requirements for field experience, student teaching and practica of subclause [(2)(ii)(c)(2)](2)(ii)(b)(2) of this subdivision shall not be applicable.

11. Subparagraph (x) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(x) Programs leading to initial certificates valid for teaching English to speakers of other languages (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision, the content core shall be a major, concentration, or the equivalent, which, in combination with the [general education core and the ]pedagogical core, provides a knowledge base for assisting

students in elementary and secondary schools in meeting the State learning standards for students in English language arts; mathematics, science, and technology; and social studies, as prescribed in Part 100 of this Title; and also includes at least 12 semester hours or the equivalent of study of a world language other than English.

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause [(2)(ii)(c)](2)(ii)(b) 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 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)](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 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 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)](b)(2)(ii)(b)(2) of this section.

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

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

(1) ...

(2) for the literacy certificate (birth through grade 6), at least 50 clock hours of college-supervised practica in teaching literacy to students at both the early childhood and childhood levels; and for the literacy certificate (grades 5 through 12), at least 50 clock hours of college-supervised practica in teaching literacy to students at both the middle childhood and adolescent levels. The time requirements for field experience, student teaching and practica of subclause [(2)(ii)(c)(2)](2)(ii)(b)(2) of this subdivision shall not be applicable.

13. Subparagraph (xii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(xii) Programs leading to initial certificates valid for teaching the career field of agriculture or business and marketing (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision, the content core shall

include a major or its equivalent in agriculture or business and marketing, as applicable, that provides a knowledge base for assisting students in meeting the State learning standards for students in career development and occupational studies, as prescribed in Part 100 of this Title.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause [(2)(ii)(c)](2)(ii)(b) 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 semester, the program shall require field experiences in both elementary and secondary schools and student-teaching experiences at two different grade levels with at least 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)](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 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 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)](b)(2)(ii)(b)(2)~~ of this section.

14. Subparagraph (xiv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(xiv) Programs leading to initial and professional certificates valid for service as a library media specialist (all grades).

(a) Notwithstanding the requirement of subparagraph (2)(ii) of this subdivision that programs leading to an initial certificate shall lead to a baccalaureate or higher degree, a program leading to an initial certificate valid for service as a library media specialist shall lead to a master's or higher degree in library science. In addition, the requirements for the content core prescribed in clause ~~[(2)(ii)(b)](2)(ii)(a)~~ of this subdivision shall not apply.

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

(1) ...

(2) ...

(3) for registered programs with students who first enroll for the Fall 2022 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)](b)(2)(ii)(b)(2) of this section, and shall require at least two full-time practica of at least seven weeks each in elementary and secondary schools.

15. Subparagraph (xv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(xv) Programs leading to initial certificates valid for service as an educational technology specialist (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause [(2)(ii)(b)](2)(ii)(a) of this subdivision, the content core shall be a major or its equivalent in educational technology that prepares candidates with the knowledge, understanding, and skills for using various types of technology for teaching to the State learning standards for students, as set forth in Part 100 of this Title, and for instructing other school staff and students in using technology for teaching and learning.

(b) Pedagogical core. In addition to the general requirements for the pedagogical core prescribed in clause [(2)(ii)(c)](2)(ii)(b) 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 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 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)](b)(2)(ii)(b)(2)~~ of this section.

16. Subclause (1) of clause (a) of subparagraph (xvii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(1) The general requirements in subparagraphs (2)(i), (ii) and (iv) of this subdivision shall be applicable. The other requirements of paragraph (2) of this subdivision shall not be applicable. The program shall require candidates to have acquired the knowledge, understanding, and skills identified for [the general education core in the liberal arts and sciences and ]the content core for the initial certificate in the area of the transitional B certificate, as set forth in subparagraph (2)(ii) of this subdivision, or to complete study to ensure the acquisition of such knowledge, understanding, and skills before completing the program.

17. Paragraph (5) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(iv) General requirements for the clinically rich graduate level pilot program. The general requirements for registration as set forth under sections 52.1 and 52.2 of this

Part and the general requirements for registration of curricula in teacher education as set forth under paragraph (1), subparagraph (2)(i), clauses (2)(ii)(a), (b), subclauses (2)(ii)(c)(1) and subparagraph (2)(iv) of this subdivision. The remaining requirements set forth in this section shall not be applicable, except as otherwise provided in this paragraph. In addition, the following requirements shall be met:

(a) ...

(b) ...

(c) ...

(1) ...

(2) ...

(i) ...

(ii) the pedagogical preparation of the program shall include, but need not be limited to graduate level study designed to permit the candidate to obtain the pedagogical core requirements for programs leading to an initial certificate, as prescribed in subclause [(2)(ii)(c)(1)](2)(ii)(b)(1) of this subdivision and the specific pedagogical study requirements for the particular certificate title sought as prescribed in subparagraphs (3)(i) through (xv) of this subdivision.

(3) ...

(i) ...

(ii) ...

(iii) ...

(iv) ...

(v) ...

(vi) ...

(vii) during the clinical experience, the program shall provide courses and seminars that are designed to link educational theory with clinical experiences, which shall include, but need not be limited to, the curricula described in item [(c)(1)(ii)](b)(1)(ii) of this subparagraph.

18. 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:

(2) General requirements. All candidates seeking to fulfill the education requirement for the initial certificate through individual evaluation of education requirements shall meet the general requirements prescribed in this paragraph, or their substantial equivalent as determined by the commissioner, unless the additional requirements for the certificate title sought in paragraph (3) of this subdivision explicitly substitute a different requirement.

(i)...

(ii)...

(iii) [General education core in the liberal arts and sciences. The candidate shall complete 30 semester hours of coursework that includes study in each of the following subjects: artistic expression, communication, information retrieval, concepts in history and social sciences, humanities, a world language other than English, scientific and mathematical processes, and written analysis and expression, except as otherwise provided in this subparagraph. 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 general

education core in the liberal arts and sciences, as prescribed in this subparagraph, for an additional initial certificate in the classroom teaching service sought.

(iv)]Content core. The candidate shall complete 30 semester hours of coursework in the subject area of the certificate title, which may include no more than six of the 30 semester hours in a cognate, meaning a related field as determined by the department; provided, however that a candidate seeking an initial certificate in computer science shall only be required to complete 12 semester hours of coursework in the subject area of the certificate title.

[(v)](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), students with disabilities (birth-grade 2), students with disabilities (grades 1-6), students with disabilities (grades 5-9), students with disabilities

(grades 7-12), deaf and hard of hearing (all grades), blind or visually impaired (all grades), and speech and language disabilities (all grades).

(a)...

(b)...

19. Subparagraph (i) of 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) Early childhood education, childhood education, and generalist in middle childhood education.

(a) Content core. The content core prescribed in subparagraph [(2)(iv)](2)(iii) of this subdivision shall consist of 30 semester hours of coursework in one or more of the liberal arts and sciences[, in addition to the 30 semester hours of coursework prescribed in the general education core in the liberal arts and sciences if required]. The candidate shall complete six semester hours in mathematics, six semester hours in science, and six semester hours in social studies within the content core [and/or the general education core] in the liberal arts and sciences.

(b) Pedagogical core. Within the pedagogical core prescribed in subparagraph [(2)(v)](2)(iv) of this subdivision, the candidate shall complete six semester hours of coursework that is appropriate to the student developmental level of the certificate title. The candidate shall also complete three additional semester hours in teaching literacy skills.

20. Subparagraph (ii) of 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:

(ii) Specialist in middle childhood education (5-9) and adolescence education (7-12).

(a) Content core. The content core prescribed in subparagraph [(2)(iv)](2)(iii) of this subdivision shall consist of 30 semester hours of coursework in the subject area of the certificate title sought (English, a world language other than English, biology, chemistry, earth science, physics, mathematics, or social studies)[ in addition to the 30 semester hours of coursework prescribed in the general education core in the liberal arts and sciences]. For social studies (5-9) and social studies (7-12), 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)(v)](2)(iv) of this subdivision, the candidate shall complete six semester hours of coursework that is appropriate to the student developmental level of the certificate title. The candidate shall also complete three additional semester hours in teaching literacy skills.

(c) For candidates with a graduate degree in science, technology, engineering or mathematics and two years of post-secondary teaching experience in the certificate area to be taught or in a closely related subject area acceptable to the department, who apply for a certificate or license in (grades 7-12) on or after February 2, 2011 and prior to February 2, 2019 in earth science, biology, chemistry, physics, mathematics or a closely related field, the candidate shall not be required to meet the general requirements in subparagraph (2)(iii)[, (iv) or (v)]or (iv) of this subdivision. However, the candidate shall meet the following requirements:

21. Subparagraph (iii) of 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:

(iii) English to speakers of other languages.

(a) Content core. The content core prescribed in subparagraph [(2)(iv)](2)(iii) of this subdivision shall consist of 30 semester hours of coursework in one or more of the liberal arts and sciences and shall include study in linguistics and English grammar[, in addition to the 30 semester hours of coursework prescribed in the general education core in the liberal arts and sciences if required]. Study in the [general education core and the ]content core shall include 12 semester hours in a world language other than English.

(b) Pedagogical core. Within the pedagogical core prescribed in subparagraph [(2)(v)](2)(iv) of this subdivision, the candidate shall complete a total of six semester hours of coursework that includes study in methods of second-language teaching at the elementary and secondary levels. The candidate shall also complete three additional semester hours in teaching literacy skills.

22. Subparagraph (iv) of 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:

(iv) Literacy (birth-grade 6) and literacy (grades 5-12).

(a) Content core. The content core prescribed in subparagraph [(2)(iv)](2)(iii) of this subdivision shall consist of at least 30 semester hours of coursework that meets the content core requirements for an initial certificate in any certificate title in the classroom teaching service, except titles in specific career and technical subjects.

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



23. Subparagraph (v) of 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:

(v) Students with disabilities (birth-grade 2).

(a) Content core. The content core prescribed in subparagraph [(2)(iv)](2)(iii) of this subdivision shall consist of 30 semester hours of coursework in one or more of the liberal arts and sciences[, in addition to the 30 semester hours of coursework prescribed in the general education core in the liberal arts and sciences if required]. 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.

(b) Pedagogical core. Within the pedagogical core prescribed in subparagraph [(2)(v)](2)(iv) of this subdivision, the candidate shall complete six semester hours of coursework appropriate to the student developmental level of the certificate. 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:

24. Subparagraph (vi) of 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:

(vi) Students with disabilities (grades 1-6).

(a) Content core. The content core prescribed in subparagraph [(2)(iv)](2)(iii) of this subdivision shall consist of 30 semester hours of coursework in one or more of the liberal arts and sciences[, in addition to the 30 semester hours of coursework prescribed in the general education core in the liberal arts and sciences if required]. 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.

(b) Pedagogical core. Within the pedagogical core prescribed in subparagraph [(2)(v)](2)(iv) of this subdivision, the candidate shall complete six semester hours of coursework appropriate to the developmental level of the certificate. 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:

25. Subparagraph (viii) of 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:

(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)(iv)](2)(iii) of this subdivision shall consist of 30 semester hours of coursework in one or more of the liberal arts and sciences[, in addition to the 30 semester hours of coursework prescribed in the general education core in the liberal arts and sciences if required]. 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)(iv)](2)(iii) of this subdivision shall consist of 30 semester hours of

coursework in the subject area of the certificate sought (English, a world language other than English, biology, chemistry, earth science, physics, mathematics, or social studies)[, in addition to the 30 semester hours of coursework prescribed in the general education core in the liberal arts and sciences if required]. 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)(v)](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:

26. Subparagraph (viii) of 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:

(viii) Students with disabilities (grades 7-12).

(a) Content core.

(1) For generalist (grades 7-12) certificates, the content core prescribed in subparagraph [(2)(iv)](2)(iii) of this subdivision shall consist of 30 semester hours of coursework [prescribed in the general education core] in one or more of the liberal arts and sciences [if required]. 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/or the

general education core ]in the liberal arts and sciences and the candidate shall have sufficient pedagogical skills to teach these subjects.

(2) For specialist (grades 7-12) certificates for candidates who apply for their certificate prior to September 1, 2011 and complete all requirements before September 1, 2014, the content core prescribed in subparagraph [(2)(iv)][(2)(iii)] of this subdivision shall consist of 30 semester hours of coursework in the subject of the certificate sought (English, a world language other than English, biology, chemistry, earth science, physics, mathematics or social studies)[ in addition to the 30 semester hours of coursework prescribed in the general education core in the liberal arts and sciences if required]. For social studies (7-12), 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)(v)][(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:

27. Subparagraph (ix) of 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:

(ix) Deaf and hard of hearing (all grades).

(a) Content core. The content core prescribed in subparagraph [(2)(iv)][(2)(iii)] of this subdivision shall consist of 30 semester hours of coursework in one or more of the

liberal arts and sciences[, in addition to the 30 semester hours of coursework prescribed in the general education core in the liberal arts and sciences if required].

(b) Pedagogical core. In addition to the pedagogical core prescribed in subparagraph [(2)(v)][(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:

28. Subparagraph (x) of 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:

(a) Content core. The content core prescribed in subparagraph [(2)(iv)][(2)(iii)] of this subdivision shall consist of 30 semester hours of coursework in one or more of the liberal arts and sciences[, in addition to the 30 semester hours of coursework prescribed in the general education core in the liberal arts and sciences if required].

(b) Pedagogical core. In addition to the pedagogical core prescribed in subparagraph [(2)(v)][(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:

29. Subparagraph (xi) of 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:

(xi) Speech and language disabilities (all grades).

(a) Content core. The content core prescribed in subparagraph [(2)(iv)][(2)(iii)] of this subdivision shall consist of 30 semester hours of coursework in the subject of speech and language disorders.

(b) Pedagogical core.

(1) In addition to the pedagogical core coursework prescribed in clause [(2)(v)(a)](2)(iv)(a) of this subdivision, the candidate shall complete three semester hours in teaching literacy skills and six semester hours that includes study in each of the following subjects:

- (i) foundations of special education; and
- (ii) assisting students with speech and language disabilities and their teachers with the teaching and learning of the general curriculum.

(2) Practicum. In lieu of the pedagogical core teaching experience prescribed in clause [(2)(v)(b)](2)(iv)(b) of this subdivision, the candidate shall satisfactorily complete a college-supervised practicum, as defined in section 52.21(b)(1) of this Title, of 150 clock hours that includes experiences with students with speech and language disabilities in early childhood (birth-grade 2), childhood (grades 1-6), middle childhood (grades 5-9), and adolescence (grades 7-12). The practicum shall include experiences in elementary and/or secondary schools. One year of paid, satisfactory, full-time experience as a teacher of speech and language disabilities on the elementary and/or secondary level may be accepted in lieu of the college-supervised practicum in speech and language disabilities when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a teacher of speech and language disabilities in a New York State public school must be in accordance with the commissioner's regulations.

30. Subparagraph (xii) of 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:

- (xii) Library media specialist (all grades).

(a) Content core. The content core prescribed in subparagraph [(2)(iv)](2)(iii) of this subdivision shall consist of 30 semester hours of graduate study in library science, including instructional and assistive technology.

(b) Pedagogical core. In lieu of meeting the pedagogical core requirements in subparagraph [(2)(v)](2)(iv) 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.

31. Subparagraph (xiii) of 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:

(xiii) For candidates with a graduate degree and two years of post-secondary teaching experience in the certificate area to be taught or in a closely related subject area acceptable to the department, who apply for a certificate on or after February 2, 2019, the candidate shall not be required to meet the general requirements in [subparaqrph] subparagraph (2)(iii), (iv) or (v) or (2)(iv) of this subdivision. However, the candidate shall meet the following requirements:

ASSESSMENT OF PUBLIC COMMENT

Since publication of the Notice of Proposed Rule Making in the State Register on December 29, 2021, the State Education Department (Department) received the following comments on the proposed amendment:

1. COMMENT: Three commenters support the proposal to remove the general education core in the liberal arts and sciences requirement for registered teacher preparation programs and the individual evaluation pathway to teacher certification. One commenter explains that this requirement is largely redundant as a distribution of liberal arts and sciences courses for various degree programs is required elsewhere in Commissioner's regulations. The commenter further opines that the requirement for some type of liberal arts and science course distribution is a common feature in most bachelor's level programs outside of New York State (NYS). They believe that eliminating this requirement should allow NYS teacher preparation programs a greater degree of flexibility when planning their course offerings without negatively impacting the preparation of the graduates of their programs; it is likely that this flexibility will enhance teacher preparation programs; and removing this requirement for applicants from other states should have a positive impact on the time needed to evaluate these applications without decreasing the preparedness for these applicants to teach in NYS, which could help alleviate teacher shortages. Another commenter states that the current regulations can act as a barrier to candidates with strong academic backgrounds who wish to pursue teaching through their master's level certification program. In particular, many of these candidates have taken courses that meet the spirit of the regulation, but the courses they completed do not meet the specificity of the regulations; this extra



financial and time burden can be a deterrent to completing certification requirements. The commenter recognizes the importance of a well-rounded education for New York teachers and the spirit of the general education core in liberal arts and sciences requirement; however, most institutions already incorporate a general education curriculum into their undergraduate programs. Therefore, candidates entering graduate level teacher preparation programs or seeking certification via the individual evaluation pathway will still have a well-rounded foundation upon which to build their content and teaching skills.

DEPARTMENT RESPONSE: The comment is supportive of the proposed rule; therefore, no changes are necessary.

2. COMMENT: Commenter states that they support the proposed changes. In their current position, the commenter reviews candidates' transcripts for deficiencies in the liberal arts and science and notifies them upon admission and during advisement as to how, when, and where they can complete these requirements. As such, commenter suggests that, upon adoption of the changes, the regulation indicate the date upon which it will be applicable for all applicants. The commenter indicates that this would be helpful for candidates who have already paid for additional credits, planned accordingly based on their reviews, and did not take additional coursework that will no longer be applicable.

DEPARTMENT RESPONSE: The comment is supportive of the proposed rule. On the effective date of the proposed amendment, registered teacher preparation programs are no longer required to include, or ensure that candidates complete, the general education core in the liberal arts and sciences. No changes to the proposed rule are necessary.

3. COMMENT: Commenter does not support the proposed amendment because liberal arts and science coursework is essential to ensure a well-rounded education and for the overall quality and preparedness of teachers. In order to make the liberal arts and sciences (LAS) requirement more flexible for different pathways of certification, the commenter proposes that the categories for LAS (e.g., artistic expression) remain with the following changes: requiring a minimum of one course (irrespective of the credits associated) within each area, continuing different means for meeting LAS requirements (e.g., CLEP, coursework from an accredited institution of higher education to include community colleges), and allowing coursework in cultural studies to satisfy the “language other than English (or sign language)” requirement.

DEPARTMENT RESPONSE: New York State registered teacher preparation programs must include a minimum amount of LAS coursework in the degree requirements, depending on the type of degree. Since candidates are already completing a distribution of LAS for their undergraduate degree, the general core in LAS requirement is an unnecessary obstacle to program completion and the individual evaluation pathway to certification.

This regulation notwithstanding, institutions that wish to continue to require coursework in the general core in the liberal arts and sciences will not be precluded from doing so. No changes to the proposed rule are necessary.