



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

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February 9, 2011

To: Deans and Directors of Institutions of Higher Education Offering Teacher Education Programs

From: Joseph P. Frey 

Subject: Customized Application to Register Programs Leading to Students with Disabilities (SWD) 7-12 Generalist Certificate Titles and/or the SWD Extensions in Subject Areas

As part of the efforts to assist Institutions of Higher Education (IHEs) in meeting the requirements of the new certification structure for teachers of students with disabilities (SWD), staff developed a customized application form (see attachment) for IHEs to add the SWD 7-12 generalist certificate title and the SWD subject area extensions. **Only IHEs with existing programs in SWD leading to initial or initial/professional certification can use the attached application form.** In the future, we will provide a customized application form for currently registered programs in SWD leading to a professional certificate title. An IHE that does not currently have a SWD program and wants to begin one is required to use the application form available on the Department's Web site at: <http://www.highered.nysed.gov/ocue/aipr/register.html>.

The attached application form is intended to be used in conjunction with the planning template that I shared with you in my previous correspondence. The purpose of the planning template, located at <http://www.highered.nysed.gov/ocue/documents/SPEDPlanningToolmemo.pdf>, is to help you think through the changes that need to be made to currently registered programs in SWD to be aligned to the new certificate structure. Through the use of the customized application form, an IHE with a currently registered program in SWD may apply for curricular changes to add the new SWD 7-12 generalist certification title and/or the SWD subject area extensions. **A customized application needs to be completed for each program that leads to one of the certificate titles being phased out (SWD 5-9 generalist and SWD 5-9 and 7-12 content specialist).**

Since after February 2, 2011, no candidates can be admitted into programs leading to the titles that are being phased out, IHEs should review their teacher education programs, specifically those programs leading to SWD initial or initial/professional titles, and determine how to best restructure their programs to align with the new structure. Information, questions, and responses on the SWD regulatory changes are available at: <http://ohe32.nysed.gov/ocue/documents/MemotoDeans-SWDrevised.pdf>.

Thank you for your continuing work on this. If you have questions, please send your question and your contact information to the Office of College and University Evaluation at [ocueinfo@mail.nysed.gov](mailto:ocueinfo@mail.nysed.gov).

Attachment



NEW YORK STATE EDUCATION DEPARTMENT  
Office of College and University Evaluation

**Customized Application  
Programs Leading to Teaching Students with Disabilities (SWD) 7-12 Generalist  
and/or SWD Subject Extensions**

Only New York degree-granting institutions with an **EXISTING** (before 1/1/2010) **Initial or Initial/Professional** teacher education program leading to SWD can use this application. Mail one copy of the complete application packet to:

Coordinator, Office of College and University Evaluation  
Education Building – 5 North Mezzanine  
New York State Education Department  
89 Washington Avenue, Albany, NY 12234

**Section I: Institution and Program Information**

A. Name of institution: \_\_\_\_\_

B. Address of institution: \_\_\_\_\_

C. CEO or designee  
Name and title: \_\_\_\_\_  
Signature and date: \_\_\_\_\_

D. Contact person, if different  
Name and title: \_\_\_\_\_  
Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

E. Current program code: \_\_\_\_\_

F. Current HEGIS code: \_\_\_\_\_

G. Current award: \_\_\_\_\_

H. Current program title: \_\_\_\_\_

I. Proposed program title, if different: \_\_\_\_\_

J. Current number of credits: \_\_\_\_\_

K. Proposed number of credits, if different: \_\_\_\_\_

L. Current certificate title(s) to which the program leads: \_\_\_\_\_

M. Certificate title(s) to be deleted: \_\_\_\_\_

After **February 2, 2011**, no new candidates should be admitted in the existing programs leading to the SWD 5-9 content specialist, the SWD 5-9 generalist, or the SWD 7-12 content specialist certificate titles. These titles will be discontinued in **February 2016**.

a) Identify certificate title(s) to be deleted (check all that apply):

- SWD 5-9 Generalist  
 SWD 5-9 Content Specialist (specify subject area(s) \_\_\_\_\_)  
 SWD 7-12 Content Specialist (specify subject area(s) \_\_\_\_\_)

b) Indicate a date\* to discontinue the certificate title(s): \_\_\_\_\_

\*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

c)  I certify that, after February 2, 2011, no candidates will be admitted in the existing programs leading to the to the SWD 5-9 content specialist, the SWD 5-9 generalist, or the SWD 7-12 content specialist certificate titles.

N. Certificate title(s) to be added: Indicate SWD certificate title(s) to be added (check all that apply):

SWD 7-12 Generalist

SWD Subject Extensions (check all that apply):

SWD- Earth Science (grades 5-9)\*

SWD- Earth Science (grades 7-12)\*\*

SWD- Biology (grades 5-9)\*

SWD- Biology (grades 7-12)\*\*

SWD- Chemistry (grades 5-9)\*

SWD- Chemistry (grades 7-12)\*\*

SWD- Physics (grades 5-9)\*

SWD- Physics (grades 7-12)\*\*

SWD- Social Studies (grades 5-9)\*

SWD- Social Studies (grades 7-12)\*\*

SWD- Mathematics (grades 5-9)\*

SWD- Mathematics (grades 7-12)\*\*

SWD- English Language Arts (grades 5-9)\*

SWD- English Language Arts (grades 7-12)\*\*

SWD- Languages other than English(grades 5-9)\*

SWD- Languages other than English (grades 7-12)\*\*

(specify the language: \_\_\_\_\_)

(Specify the language: \_\_\_\_\_)

Note: Candidates with a base certificate in special education N-12 are eligible to be recommended for the extension title(s) at both grade levels, 5-9 and 7-12.

\*Candidates with a base certificate in **SWD 5-9 generalist** are eligible to be recommended for the extension title(s) at **grade level 5-9**;

\*\*Candidates with a base certificate in **SWD 7-12 generalist** are eligible to be recommended for the extension title(s) at **grade level 7-12**.

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O. CEO or designees of the participating institutions (only applicable to joint programs)

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Name and title:

Signature and date:

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**Section II. Content Core Requirements:** Indicate how the content core requirements are met.

**a) Programs leading to SWD 7-12 Generalist** shall include:

1) a major, concentration, or the equivalent, in one or more of the liberal arts and sciences;

Indicate how this content requirement is met:

2) 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 (total 24 semester hours): mathematics, English language arts, social studies and science;

Indicate how this content requirement is met:

3) The program shall ensure that 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 in accordance with the State Learning Standards.

Indicate how the program prepares candidates to teach the four subject areas in accordance with the State Learning Standards to adolescence level students:

**b) Programs leading to SWD Subject Extensions** shall include:

**At least 18 semester hours of study or its equivalent in the subject area of the certificate sought.** For social studies, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.

Indicate how the content requirements are met for each proposed Subject Extension:

**Section III. Changes in Curriculum:** Use the following program charts to indicate:

- 1) the proposed changes in courses that meet the pedagogical core and general education core requirements; and
- 2) new courses developed.

Important Note: When a curricular change occurs, the institution must ensure that the revised program meets all the regulatory requirements (refer to attachments).

**Program Chart 1: Proposed Changes in Existing Courses that Meet the Pedagogical Core and General Education Core Requirements**

Existing Courses			Proposed Changes		
Course Number and Title	Credit	R/E*	Delete**	Modify**	Note (rational for deleting or modifying the existing courses, etc.)
Courses that meet <b>pedagogical core</b> requirements (see Attachment)					
Example: EDU 301: Teaching Students with Disabilities	3	R		√	We modified the course to ensure that the course meets the revised regulations to include effective practices for planning and designing co-teaching and collaboration
Courses that meet the <b>general education</b> core requirements (see Attachment)					

Note: \*R: Required courses; E: Elective courses;

\*\*Check whether an existing course is being deleted or modified.

**Program Chart 2: New Courses**

- a) **List new courses** added as part of the noted change(s), and list the name, qualifications, and relevant experience of **faculty** teaching the course(s).

Course Number, Title and Description	Credit	R/E	Instructor	Instructor Status*	Faculty Qualifications**
Example: EDU 561: Teaching Adolescence Level Students with Disabilities	3	R	Jonathan Smith	Full-time	M.S. in Special Education; 20 years of SWD teaching experience; 12 publications in peer reviewed journals

Note: \*Full-time; part-time; or to be hired.

\*\*Highest or other applicable earned degrees and disciplines; related certifications/ licenses; professional experience; scholarly contributions, etc.

**b) Provide course description for the new courses:**

Example: EDU 561: Teaching Adolescence Level Students with Disabilities

Description: Analysis and application of learning theories, including cognitive, behavioristic, social, and emotional learning processes in human development, with special emphasis on adolescents. Adaptations and instructional procedures necessary for effective instruction of adolescents with disabilities.

## Attachment

### 1. Pedagogical Core Regulatory Requirements

Note: Underlined Text Indicates Changes in Regulations

a) Pedagogical knowledge, understanding, and skills: The program shall provide study that will permit candidates to obtain the following pedagogical knowledge, understanding, and skills and shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the adolescence level and include, but need not be limited to:

- human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn--and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;
- learning processes, motivation, communication, and classroom management-- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;
- means for understanding the needs of students with disabilities, including at least three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum. The three semester hour requirement shall include study in at least the following areas: the categories of disabilities; identification and remediation of disabilities; the special education process and state and federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs. When such requirements cannot be completed in three semester hours, the remaining study requirements may be included in other courses. This three semester hour requirement may be waived at the discretion of the commissioner, upon a showing that the program provides adequate instruction to prepare candidates on understanding the needs of students with disabilities through other means;
- language acquisition and literacy development by native English speakers and students who are English language learners--and skill in developing the listening, speaking, reading, and writing skills of all students, including at least six semester hours of such study. This six semester hour requirement may be waived upon a showing of good cause satisfactory to the commissioner;
- curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities-- and skill in designing and offering differentiated instruction that enhances the learning of all students;
- uses of technology, including instructional and assistive technology, in teaching and learning--and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;
- formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice-- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;
- history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning--and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;
- means to update knowledge and skills in the subject(s) taught and in pedagogy;
- means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;
- means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808;
- means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate

and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior;

- historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;
- characteristics of learners with disabilities;
- managing behavior of students with disabilities and promoting development of positive social interaction skills;
- participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;
- assessment, diagnosis, and evaluation of students with disabilities;
- curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics;
- use of assistive and instructional technology in the teaching of and learning by students with disabilities;
- planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings;
- study in the process of growth and development in adolescence and how to provide learning experience and conduct assessments reflecting understanding of those processes.
- understanding the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism, instructional design and supports to promote communication and socialization skills and skill generalization and maintenance; positive behavioral supports, functional behavioral assessments and behavioral intervention plans, collaboration between the home, class, school and community to ensure that students are supported in the general education environment; and knowledge of resources such as early childhood supports, respite care, State agencies, transition services and vocational rehabilitation services and parent support networks and associations that are available to support students and families.

b) Field experiences, student teaching and practica

- Field experiences and student teaching with students with disabilities in both adolescence education settings, grades 7 through 9 and grades 10 through 12.
- All registered programs shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica in adolescence education settings. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least 20 school days each, in both adolescence education settings, grades 7 through 9 and grades 10 through 12. For candidates holding another classroom teaching certificate or candidates who simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate, the program 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 at the adolescence level.

## 2. General Education Core Regulatory Requirements

General education core in the liberal arts and sciences: The program shall include a requirement that candidates complete study that prepare 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 language other than English; scientific and mathematical processes; and written analysis and expression.