



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

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

**SUBJECT:** Proposed Amendment of Sections 52.21, 80-1.2, 80-4.3, and 80-5.20 and Subpart 80-3 of the Regulations of the Commissioner of Education Relating to Establishing the Administrator Certificate and Extension to Work as a Superintendent

**DATE:** January 2, 2025

**AUTHORIZATION(S):**

*Don Murphy* *Betty Moran*

**SUMMARY**

**Issue for Decision (Consent)**

Should the Board of Regents adopt the proposed amendment of sections 52.21, 80-1.2, 80-4.3, and 80-5.20 and subpart 80-3 of the Regulations of the Commissioner of Education relating to establishing the administrator certificate and extension to work as a superintendent?

**Reason for Consideration**

Review of Policy.

**Proposed Handling**

The proposed amendment is submitted to the Full Board for adoption as a permanent rule at the January 2025 Regents meeting. A copy of the proposed rule (Attachment A) is included.

**Procedural History**

The proposed amendment was presented to the Higher Education Committee for discussion at the September 2024 meeting of the Board of Regents. A Notice of Proposed Rule Making was published in the State Register on September 25, 2024, for a 60-day public comment period.

Following publication in the State Register, the Department received comments on the proposed amendment. An Assessment of Public Comment (Attachment B) is included. In response to public comment, the Department has made non-substantial revisions to the proposed amendment as described below. If adopted at the January

2025 meeting, a Notice of Adoption will be published in the State Register on January 29, 2025. Supporting materials are available upon request to the Secretary of the Board of Regents.

### **Background Information**

There are three certificates in the educational leadership service: School Building Leader (SBL), School District Leader (SDL), and School District Business Leader (SDBL). For the SBL certificate, candidates progress from the Initial certificate to the Professional certificate. Initial certificates are valid for five years, while Professional certificates are continuously valid. For the SDL and SDBL certificates, candidates only pursue the Professional certificate (there is no Initial SDL or SDBL certificate).

The range of positions and responsibilities of SBL and SDL certificate holders has evolved over time, resulting in unclear boundaries between these two types of positions. For example, school building leaders need to be familiar with issues at the district level and school district leaders often perform tasks at the building level. As a result, these two types of administrators no longer have distinct roles that are specific to a particular location. They also need the same core set of knowledge and skills to be effective in today's schools and districts.

In response to the fluid nature of these positions and in furtherance of the Department's efforts to streamline certification titles, the Department proposes to establish a new Administrator certificate that enables an individual to hold building level or district level administrator positions. For superintendent positions, the proposed amendment creates an extension to work as a superintendent. Additionally, the SDBL certificate will continue to be issued for school district business leaders. This will not affect administrators' tenure, as such areas are established at the school district level and not dependent upon certification.<sup>1</sup>

The Department has received positive feedback from both K-12 and higher education stakeholders regarding this proposal. This proposed certificate would optimize flexibility for a range of administrator positions and create a natural pathway from building leadership to district leadership positions. Having a single certificate for administrators would also eliminate confusion whether an individual needs to hold an SBL or SDL certificate for their position.

Individuals who hold the current SBL and SDL certificates would not be required to obtain the new Administrator certificate as those certificate titles will continue to be recognized in the future. However, they may choose to apply for the Administrator certificate to pursue both building level and district level administrator positions. If they seek the new certificate, the proposed amendment includes streamlined pathways to Administrator certification for SBL and SDL certificate holders.

### **Proposed Amendment**

The Department proposes the following description of an administrator who holds the new Professional Administrator certificate in sections 52.21 and 80-3.10 of the

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<sup>1</sup> E.g., *Appeal of Wheeler*, 61 Ed Dept Rep, Decision No. 18,083.

Commissioner's regulations. This description reflects the description of a school building leader in section 80-3.10 of the Commissioner's regulations, which includes individuals who serve more than 25 percent of their assignment in a building level position:

- Educational leader who has more than 25 percent of their assignment in a school level and/or district level administrative position, except a person serving as a school district business leader.

Additionally, section 3003 of the Education Law prescribes that one of the certification requirements for superintendent positions must be 60 semester hours of graduate coursework. The statute also permits the Commissioner, at the request of a board of education or board of cooperative educational services (BOCES), to issue a certificate to exceptionally qualified individuals who do not meet the education or experience requirements in the existing pathways for certification to work as a superintendent of schools.

Given this statutory requirement, the Department proposes to create an extension to work as a superintendent. Individuals must hold both the Administrator certificate and the extension to work as a superintendent to serve in the roles of superintendent of schools, deputy superintendent of schools, associate superintendent of schools, assistant superintendent of schools, district superintendent, any equivalent titles in a BOCES, or other superintendent of schools. As such, the 60-semester hour graduate coursework requirement and the "exceptionally qualified" pathway would relate only to the extension and not the Administrator certificate.

The requirements for the Professional Administrator certificate, programs leading to this certificate, and the extension to work as a superintendent are described below.

### **New Administrator Programs**

The proposed amendment to section 52.21 of the Commissioner's regulations creates registration requirements for programs leading to the Professional Administrator certificate. The Department would no longer register new programs leading to the current SBL and SDL certificates on or after February 1, 2025, and would begin registering administrator programs on the effective date of the proposed amendment.

For institutions that currently have registered SBL and/or SDL programs, the programs would no longer be registered with the Department on or after September 1, 2030. This timeline provides a sufficient transition period for institutions of higher education to register administrator programs and allows candidates in the pipeline to complete their SBL and/or SDL programs.

The registration requirements for administrator programs would be consistent with the registration requirements for both SBL and SDL programs with the following exceptions:

- **Admissions requirements.** For admissions to administrator programs, candidates must demonstrate that they have successfully completed three years of experience in the classroom teaching service, pupil personnel service,

and/or educational leadership service in public or non-public schools (prekindergarten-grade 12) or will have such experience prior to completion of the program. Programs must inform applicants in writing prior to admission that the Department requires such experience for the Professional Administrator certificate.

- **Content requirements.** The content requirements in SBL programs are aligned to the Professional Standards for Educational Leaders (PSELs). The content requirements in administrator programs are also aligned with the PSELs. Additionally, candidates must complete study sufficient to demonstrate the knowledge and skills necessary to perform the responsibilities of both a school level and district level administrator.
- **Leadership experiences.** The administrator leadership experiences will include experiences at both the school and district levels. The candidates must be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to administration. Consistent with SBL and SDL programs, the leadership experiences in administrator programs would occur throughout the program and culminate in a full-time experience of at least 15 weeks.
- **Requirements for program completion and recommendation for certification.** Candidates would not need to complete 60 semester hours of graduate coursework as required for SDL programs.

The proposed amendment also creates registration requirements for extensions to work as a superintendent. Registered extension programs must require at least 60 semester hours of graduate study that may include graduate study completed prior to admission and the graduate study required to develop knowledge and skills for school level and district level administration, as specified in the program's content requirements. The extension program must be part of a registered program leading to the Professional Administrator certificate.

In this proposal, an alternative program (e.g., Transitional program) that leads to the Professional Administrator certificate is not being established. It is anticipated that an alternative program will be created at a future date.

### **New Administrator Certificate**

The proposed amendment to section 80-1.2 of the Commissioner's regulations provides that the Department will not issue certificates in the SBL and SDL titles, other than the Professional certificate and reissuance of an Initial SBL certificate, with an effective date that begins after September 1, 2031. However, the Professional certificate and Initial Reissuance will continue to be issued to hold harmless candidates who continue to pursue the Professional SBL and/or SDL certificate or have a valid or expired Initial SBL certificate.

Candidates must apply and qualify for such certificates on or before January 1, 2031, including the SBL and SDL Internship certificates, SBL Initial and Conditional Initial certificates, and Transitional D certificates. The Department may extend the

effective date of such certificates, as applicable, after September 1, 2031, pursuant to the time extension requirements in section 80-1.6 of the Commissioner's regulations.

The six pathways to Professional Administrator certification and their key requirements are described below (as indicated above, there will not immediately be a transitional program):

1. **Approved New York State Program.** Candidates must: (a) complete a registered program leading to the Professional Administrator certificate; (b) hold a master's or higher degree;<sup>2</sup> (c) successfully complete three years of experience in the classroom teaching service, pupil personnel service, and/or educational leadership service in public or non-public schools (prekindergarten-grade 12)<sup>3</sup> ("experience requirement"); and (d) pass the Educating All Students (EAS) test and either the New York State School Building Leader Assessment or New York State School District Leader Assessment until a certification exam that is acceptable to the Department for the new certificate is operational ("certification exams").
2. **Comparable Program.** Candidates must: (a) complete an acceptable educational leadership program outside of New York State that leads to a Professional Administrator certificate, or a similar certificate title and type, in the jurisdiction in which the higher education institution is located; (b) hold a master's or higher degree; (c) successfully complete the experience requirement; and (d) pass the certification exams.
3. **Endorsement of a Certificate.** Candidates must: (a) hold a valid certificate from other state(s) or territory/territories of the United States or the District of Columbia that is comparable to the Professional Administrator certificate; (b) hold a master's or higher degree; (c) successfully complete three years of acceptable administrator experience in a public school in other state(s) or territory/territories of the United States or the District of Columbia and while under a certificate from the other state; and (d) receive evaluation ratings of effective or highly effective in at least three years of acceptable administrator experience in a public school in other state(s) or territory/territories of the United States or the District of Columbia.
4. **Individual Evaluation.** Candidates must: (a) hold a master's or higher degree obtained with a 3.0 cumulative grade point average or its equivalent; (b) complete 21 semester hours of graduate coursework in educational leadership that is at an

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<sup>2</sup> For each of the applicable pathways, the "master's or higher degree" must be from an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or an equivalently approved higher education institution as determined by the department.

<sup>3</sup> For each of the applicable pathways, candidates who were admitted into a Pilot P-20 Partnership for Principal Preparation program pursuant to section 52.21(c)(8) of this Title do not need to meet this experience requirement because the program determined that the candidate demonstrated the potential for instructional leadership based on prior experiences that were evaluated using criteria established by the program and which were uniformly applied.

acceptable institution of higher education<sup>4</sup> at both the school level and district level that includes study aligned with the Professional Standards for Educational Leaders; (c) complete a college-supervised internship in a school, school district, or board of educational cooperative services that is a full-time experience of at least 15 weeks, structured to provide leadership responsibilities of increasing breadth and depth, and supervised by certified school district leaders and by faculty in an educational leadership preparation program at an institution of higher education; (d) successfully complete the experience requirement; and (e) pass the certification exams.

5. **SBL Certification.** Candidates must: (a) hold a valid Initial or Professional SBL certificate, and (b) pass the New York State School District Leader Assessment until a certification exam that is acceptable to the Department for the new certificate is operational.
6. **SDL Certification.** Candidates must: (a) hold a valid Professional SDL certificate, and (b) pass the New York State School Building Leader Assessment until a certification exam that is acceptable to the Department for the new certificate is operational.

### **Extension to Work as a Superintendent**

The Department proposes to amend section 80-4.3 of the Commissioner's regulations to create an extension to work as a superintendent that authorizes candidates to work as a superintendent of schools, deputy superintendent of schools, associate superintendent of schools, assistant superintendent of schools, district superintendent, any equivalent titles in a BOCES, or other superintendent of schools.

Candidates can obtain this extension by: (a) holding a valid Administrator certificate and completing 60 semester hours of graduate coursework, (b) holding a valid Administrator certificate and completing a registered extension program, or (c) completing the "exceptionally qualified" pathway.<sup>5</sup>

### **Non-Substantial Revision to the Proposed Amendment Following the Public Comment Period**

Following publication of the proposed rule in the State Register, the Department proposes to make two non-substantial revisions in response to the public comments.

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<sup>4</sup> An "acceptable institution of higher education" is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education and offers an educational leadership program that leads to a professional certificate as an administrator, or a similar certificate title and type, in the jurisdiction in which the higher education institution is located.

<sup>5</sup> For the exceptionally qualified pathway, a board of education or board of cooperative educational services (BOCES) submits a request to the Commissioner to issue the Professional Administrator certificate and extension to work as a superintendent for an exceptionally qualified individual who would serve as a superintendent of schools or district superintendent. The board would provide specified materials to the Commissioner, the Commissioner would convene a screening panel, and the panel would review such materials and provide advice. The certificate and extension, if issued, is valid only for service in the school district or BOCES making the request.

First, a proposed revision to section 80-3.10 of the Commissioner's regulations adds a seventh pathway to Professional Administrator certification for candidates who hold a valid Permanent School Administrator and Supervisor (SAS) certificate or valid renewal of a Provisional SAS certificate. The key requirements of the new pathway are described below:

7. **SAS Certification.** Candidates must: (a) hold a valid Permanent SAS certificate or valid renewal of a Provisional SAS certificate, (b) hold a master's or higher degree; and (c) pass the Educating All Students (EAS) test, and until a certification exam that is acceptable to the Department for the new certificate is operational, the New York State School Building Leader Assessment and New York State School District Leader Assessment.

These candidates did not take any certification exams for the Provisional or Permanent SAS certificate. Additionally, a master's degree was not required for the Provisional SAS certificate.

The exam requirement in this pathway is consistent with the "SBL Certification" and "SDL Certification" pathways described above because individuals who hold an SBL or SDL certificate already passed the EAS test as well as the certification exam in the area of their certificate. Additionally, they would need to pass the exam in the other area for Professional Administrator certification (e.g., SBL certificate holders must pass the New York State School District Leader Assessment), resulting in three total certification examinations.

Second, proposed revisions to section 52.21 and the new section 80-3.17 of the Commissioner's regulations remove the word "full-time" from the required culminating leadership experience for registered administrator programs and the internship requirement for the individual evaluation pathway to Administrator certification. This revision provides flexibility for the clinical experience and aligns with the student teaching requirement for registered teacher preparation programs and the individual evaluation pathway to certification that does not include the phrase "full-time."

### **Related Regents Items**

[September 2024: Proposed Amendment of Sections 52.21, 80-1.2, 80-4.3, and 80-5.20 and Subpart 80-3 of the Regulations of the Commissioner of Education Relating to Establishing the Administrator Certificate and Extension to Work as a Superintendent](https://www.regents.nysed.gov/sites/regents/files/924hed1.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/924hed1.pdf>)

[December 2017: Proposed Amendment of Sections 30-3.2 and 30-3.5 of the Rules of the Board of Regents and Sections 52.21 and 80- 3.10 of the Regulations of the Commissioner of Education Relating to the Adoption of the 2015 Professional Standards for Educational Leaders with Certain New York Specific Modifications for the Purpose of Registration of School Building Leader Programs and School Building Leader Evaluation](https://www.regents.nysed.gov/sites/regents/files/1217hea1.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/1217hea1.pdf>)

## **Recommendation**

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

VOTED: That sections 52.21, 80-1.2, 80-4.3, and 80-5.20 and Subpart 80-3 of the Regulations of the Commissioner of Education be amended, as submitted, effective January 29, 2025.

## **Timetable for Implementation**

If adopted at the January 2025 meeting, the proposed amendment will become effective as a permanent rule on January 29, 2025.



AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 14, 101, 207, 208, 305, 308, 3001, 3003, 3004 and 3009 of the Education Law.

1. Subdivision (c) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(c) Programs leading to certification in the educational leadership service. [The requirements of this subdivision shall be met by September 1, 2004.]

(1) ...

(2) Administrator. Specific requirements for programs preparing candidates for the professional certificate as an administrator (Educational leader who has more than 25 percent of their assignment in a school level and/or district level administrative position, except a person serving as a school district business leader, shall hold this certificate. Persons shall hold such certificate and the extension to work as a superintendent to serve in the roles of superintendent of schools, deputy superintendent of schools, associate superintendent of schools, assistant superintendent of schools, district superintendent, any equivalent titles in a board of educational cooperative services, or other superintendent of schools).

(i) General requirements. Programs shall meet the general requirements for all programs preparing education leaders as prescribed in paragraph (1) of this subdivision.

(ii) Admission requirements.

(a) Programs shall require candidates to hold a baccalaureate degree from an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or from an

institution authorized by the Board of Regents to offer programs leading to postsecondary degrees.

(b) Programs shall require candidates to demonstrate that they have successfully completed three years of experience in the classroom teaching service, pupil personnel service, and/or educational leadership service in public or non-public schools (prekindergarten-grade 12) or will have such experience prior to the completion of the program. Programs shall inform applicants in writing prior to admission that the department requires such experience for the professional certificate as an administrator.

(c) Programs shall require candidates to demonstrate the potential to become education leaders possessing the nine essential characteristics of effective leaders outlined in clause (1)(ii)(c) of this subdivision as a result of their prior experiences, including experiences as a teacher, administrator, or pupil personnel service provider.

(iii) Credit for prior learning. Programs may grant graduate credit for prior learning, as determined through assessment, and develop individual plans of study to assist candidates in acquiring all prescribed knowledge and skills. Programs shall state on a candidate's academic record all graduate credit that the program has granted for prior learning determined to be equivalent to a content requirement of the program.

(iv) Content requirements. Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the responsibilities of both a school level and district level administrator, which include the ability to:

(a) develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student;

(b) act ethically and professionally and according to professional norms to promote each student's academic success and well-being;

(c) strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being;

(d) develop and support intellectually rigorous, culturally relevant, and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students;

(e) cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students;

(f) develop the professional capacity, cultural competence, and practice of school personnel to promote the love of learning, academic success, and well-being of all students;

(g) foster a professional community of teachers and other professional staff to promote each student's academic success and well-being;

(h) engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being;

(i) manage school operations and resources to promote each student's academic success and well-being; and

(j) act as agents of continuous improvement to promote each student's academic success and well-being.

(v) Leadership experiences.

(a) Programs shall require candidates to successfully complete leadership experiences that shall:

(1) include leadership experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

(2) include leadership experiences at both the school and district levels, providing a range of experiences;

(3) be carefully selected and planned by program faculty in collaboration with school district leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

(4) be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to administration.

(b) The leadership experiences specified in clause (a) of this subparagraph shall occur throughout the program of study. In addition, they shall culminate in an experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

(c) Alternatively, the leadership experiences specified in clause (a) of this subparagraph may occur in a competency-based format different from that prescribed in clause (b) of this subparagraph, provided that the program demonstrates that such format is substantially equivalent to the format prescribed in clause (b) of this subparagraph.

(vi) Requirements for program completion and recommendation for the professional certificate as an administrator.

(a) Candidates shall have successfully met all program requirements established by the institution of higher education and requirements for program registration.

(b) Candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion.

(vii) Extension to work as a superintendent. Programs leading to extensions to certificates in the administrator title to authorize candidates to serve in the roles of

superintendent of schools, deputy superintendent of schools, associate superintendent of schools, assistant superintendent of schools, district superintendent, any equivalent titles in a board of educational cooperative services, or other superintendent of schools shall require at least 60 semester hours of graduate study that may include graduate study completed prior to admission and the graduate study required to develop knowledge and skills for school level and district level administration, as specified in the program's content requirements. Such program shall also lead to a certificate in the administrator title and meet all requirements for programs leading to that certificate.

[(2)] (3) School building leader for programs registered prior to February 1, 2025. Specific requirements for programs preparing candidates for the initial certificate as a school building leader (principal, housemaster, supervisor, department chair, assistant principal, coordinator, unit head, and any other person serving more than 10 periods per week of the assignment in an administrative or supervisory position, except school district leader or school district business leader).

(i) ...

(ii) ...

(iii) ...

(iv) Content requirements.

[(a) Prior to September 1, 2023, programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

(1) develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards;

(2) collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;

(3) communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;

(4) lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:

(i) curriculum development;

(ii) instructional strategies and the integration of technology;

(iii) classroom organization and practices;

(iv) assessment;

(v) student support services, including the provision of services to students with disabilities;

(vi) professional support and development;

(vii) succession planning;

(viii) student, family, and community relations;

(ix) facilities development; and

(x) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school's students;

(5) effect any needed educational change through ethical decision making based upon factual analysis, even in the face of opposition;

(6) establish accountability systems for achieving educational goals and objectives;

(7) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;

(8) develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional learning;

(9) create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;

(10) establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives;

(11) apply statutes and regulations as required by law, and implement school policies in accordance with law; and

(12) maintain a personal plan for self-improvement and continuous learning

(b) On or after September 1, 2023, programs] Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge, and skills necessary to:

(a) ...

(b) ...

(c) ...

(d) ...

(e) ...

(f) ...

(g) ...

(h) ...

(j) ...

(k) ...

(v) ...

(vi) ....

(vii) The department shall not register programs leading to initial and/or professional certificates as a school building leader on or after February 1, 2025, and any such registered programs shall no longer be registered with the department on or after September 1, 2030.

[(3)] (4) School district leader for programs registered prior to February 1, 2025. Specific requirements for programs preparing candidates for the professional certificate as a school district leader (superintendent of schools, district superintendent, deputy superintendent, associate superintendent, assistant superintendent, and any other person having responsibility for general district-wide administration, except those responsibilities defined for school district business leaders).

(i) ...

(ii) ...

(iii) ...

(iv) ...

(v) ...

(vi) ...

(vii) ...

(viii) The department shall not register programs leading to professional certificates as a school district leader on or after February 1, 2025, and any such



registered programs shall no longer be registered with the department on or after September 1, 2030.

[(4)] (5) Alternative school district leader certification program.

(i)...

(ii)...

(iii)...

(iv)...

(v)...

(vi)...

(vii)...

[(5)] (6) School district business leader. Specific requirements for programs preparing candidates for the professional certificate as school district business leader (deputy superintendent of schools for business, associate superintendent of schools for business, assistant superintendent of schools for business, and any other person having professional responsibility for the business operation of the school district).

(i)...

(ii)...

(iii)...

(iv)...

(v)...

(vi)...

(vii)...

[(6)] (7) Institutional accountability.

(i)...

(ii)...

(iii)...

[(7)] (8) Pilot P-20 Partnerships for Principal Preparation.

(i)...

(ii)...

(iii)...

(iv)...

(v)...

(vi)...

2. Subdivision (b) of section 80-1.2 of the Regulations of the Commissioner of Education is amended by adding a new paragraph (12) to read as follows:

(12) The commissioner shall not issue certificates in the school building leader and school district leader titles, other than the professional certificate and reissuance of an initial certificate in the school building leader title, with an effective date that begins after September 1, 2031. Provided, however, that the commissioner may extend the effective date of such certificates, as applicable, after September 1, 2031, pursuant to the requirements of section 80-1.6 of this Subpart. Candidates shall apply and qualify for such certificates on or before January 1, 2031.

3. Section 80-3.10 of the Regulations of the Commissioner of Education is amended to read as follows:

Section 80-3.10. Certificates for the educational leadership service

(a) Administrator. (Educational leader who has more than 25 percent of their assignment in a school level and/or district level administrative position, except a person serving as a school district business leader, shall hold this certificate. Persons shall hold such certificate and the extension to work as a superintendent to serve in the roles of

superintendent of schools, deputy superintendent of schools, associate superintendent of schools, assistant superintendent of schools, district superintendent, any equivalent titles in a board of educational cooperative services, or other superintendent of schools.)

(1) Holders of a certificate as an administrator may not serve as a superintendent unless they hold an extension to work as a superintendent pursuant to the requirements of section 80-4.3(u) of this Part and may not serve as a school district business leader unless they are certified as a school district business leader or school business administrator pursuant to the requirements of Part 80 of this Title, or are otherwise authorized by law to serve as a school district business leader.

(2) Requirements for a professional certificate as an administrator in the educational leadership service. The candidate shall meet the requirements of subparagraph (i) of this paragraph or the alternative requirements of either subparagraph (ii), (iii), or (iv) of this paragraph.

(i) The candidate shall meet the requirements in each of the following clauses:

(a) Education. The candidate shall meet the following education requirements:

(1) The candidate shall hold a master's or higher degree from an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or an equivalently approved higher education institution as determined by the department; and

(2) either:

(i) have successfully completed a program leading to a professional certificate as an administrator in the educational leadership service registered pursuant to section 52.21(c)(2) of this Title, or equivalent study as determined by individual evaluation in accordance with the requirements of section 80-3.17 of this Subpart; or

(i) have successfully completed an educational leadership program at an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education outside of New York State, provided that such program leads to a professional certificate as an administrator, or a similar certificate title and type, in the jurisdiction in which the higher education institution is located.

(b) Experience. The candidate shall have successfully completed three years of experience in the classroom teaching service, pupil personnel service, and/or educational leadership service in public or non-public schools (prekindergarten-grade 12); except for candidates admitted into a Pilot P-20 Partnership for Principal Preparation program pursuant to section 52.21(c)(8) of this Title because the program determined that the candidate demonstrated the potential for instructional leadership based on prior experiences that were evaluated using criteria established by the program and were uniformly applied.

(c) Examination. The candidate shall achieve a satisfactory level of performance on the educating all students test. In addition, the candidate shall also achieve a satisfactory level of performance on the New York State assessment for school building leadership or New York State assessment for school district leadership until a certification examination that is acceptable to the department for the certificate in the administrator title is operational.

(ii) Alternative route one. Candidates who hold a valid initial or professional certificate in the school building leader title and, until a certification examination that is acceptable to the department for the certificate in the administrator title is operational, achieve a satisfactory level of performance on the New York State assessment for school district leadership may qualify for a professional certificate as an administrator.

(iii) Alternative route two. Candidates who hold a valid professional certificate in the school district leader title and, until a certification examination that is acceptable to the department for the certificate in the administrator title is operational, achieve a satisfactory level of performance on the New York State assessment for school building leadership may qualify for a professional certificate as an administrator.

(iv) Alternative route three. Candidates who hold a valid permanent certificate or valid renewal of a provisional certificate in the school administrator and supervisor title; hold a master's or higher degree from an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or an equivalently approved higher education institution as determined by the department; achieve a satisfactory level of performance on the educating all students test; and, until a certification examination that is acceptable to the department for the certificate in the administrator title is operational, achieve a satisfactory level of performance on the New York State assessment for school building leadership and New York State assessment for school district leadership may qualify for a professional certificate as an administrator.

[(a)] (b) School building leader. (Principal, housemaster, supervisor, department chairman, assistant principal, coordinator, unit head and any other person serving more than 25 percent of his or her assignment in any building level leadership position shall hold this certificate.) The initial, conditional initial, and internship certificates in the school building leader title shall not be issued with an effective date that begins after September 1, 2031, and candidates shall apply and qualify for such certificates on or before January 1, 2031, pursuant to section 80-1.2(b)(12) of this Part.

(1) ...

(2) ...

[(b)] (c) School district leader. (Superintendent of schools, district superintendent, deputy superintendent, associate superintendent, assistant superintendent and any other person having responsibilities involving general district-wide administration, except a person serving as a school district business leader, shall hold this certificate.) The internship and transitional D certificate in the school district leader title shall not be issued with an effective date that begins after September 1, 2031, and candidates shall apply and qualify for such certificate on or before January 1, 2031, pursuant to section 80-1.2(b)(12) of this Part.

(1) ...

(2) ...

[(c)] (d) School district business leader. (Deputy superintendent of schools for business, associate superintendent of schools for business, assistant superintendent of schools for business and any other person having professional responsibility for the business operation of the school district shall hold this certificate.)

(1) ...

(2) ...

4. The Regulations of the Commissioner of Education are amended by adding a new section 80-3.17 to read as follows:

Section 80-3.17. Satisfaction of education requirements for certification as an administrator through individual evaluation.

This section prescribes requirements for meeting the education requirements for the professional certificate in the administrator title through individual evaluation. The candidate must have achieved a 3.0 cumulative grade point average or its equivalent in the program leading to the master's or higher degree used to meet the requirements for

a certificate under this section. All other requirements for the certificate, including the requirements prescribed in this Part, must also be met.

(a) Degree completion. The candidate shall possess a master's or higher degree from an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or an equivalently approved higher education institution as determined by the department.

(b) The candidate shall complete study in child abuse identification, school violence and harassment, bullying and discrimination prevention and intervention, as prescribed in sections 80-1.4 and 80-1.13 of this Part.

(c) Coursework. The candidate shall complete 21 semester hours of graduate coursework in educational leadership that:

(1) is at both the school level and district level;

(2) is offered by an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education and offers an educational leadership program that leads to a professional certificate as an administrator, or a similar certificate title and type, in the jurisdiction in which the higher education institution is located; and

(3) includes study aligned with each of the following areas that are consistent with the Professional Standards for Educational Leaders as defined in section 30-3.2(l)(2) of this Title and section 52.21 of this Title:

(i) mission, vision, and core values

(ii) ethics and professional norms

(iii) equity and cultural responsiveness

(iv) curriculum, instruction, and assessment

(v) community of care and support for students

(vi) professional capacity of school personnel

(vii) professional community for teachers and staff

(viii) meaningful engagement of families and community

(ix) operations and management

(x) school improvement.

(d) Internship. The candidate shall satisfactorily complete a college-supervised internship in a school (prekindergarten-grade 12), school district, or board of educational cooperative services that is an experience of at least 15 weeks and is structured to provide leadership responsibilities of increasing breadth and depth. The internship shall be supervised by certified school district leaders and by faculty in an educational leadership preparation program at an institution of higher education as outlined in paragraph (c)(2) of this subdivision.

5. Section 80-4.3 of the Regulations of the Commissioner of Education is amended by adding a new subdivision (t) to read as follows:

(t) Requirements for the extension to work as a superintendent.

(1) The extension shall authorize the candidate to work as a superintendent of schools, deputy superintendent of schools, associate superintendent of schools, assistant superintendent of schools, district superintendent, any equivalent titles in a board of educational cooperative services, or other superintendent of schools.

(2) The candidate shall meet the requirements in one of the following subparagraphs:

(i) The candidate shall hold a valid certificate in the administrator title and complete 60 semester hours of graduate coursework.

(ii) The candidate shall hold a valid certificate in the administrator title and complete a program registered pursuant to section 52.21(c)(2)(vii) of this Title.



(iii) The Commissioner, at the request of a board of education or board of cooperative educational services, may provide for the issuance of both a professional certificate in the administrator title and an extension to work as a superintendent (superintendent of schools or district superintendent) to exceptionally qualified persons who do not meet all of the education or experience requirements pursuant to section 80-3.10(a)(2)(i) of this Part, but whose exceptional training and experience are the substantial equivalent of such requirements and qualify such persons for duties of a superintendent of schools or district superintendent. Prior to the appointment of any such individual, the board must obtain the approval of the commissioner. In its formal request to the department, the board must submit its resolution noting approval of the request, the job description, its rationale for requesting such certification of the individual, a statement identifying the exceptional qualifications of the candidate, the individual's completed application for certification, vitae, and official transcripts of collegiate study. The certificate and extension, if issued, will be valid only for service in the district or board of cooperative educational services making the request. The commissioner will refer the materials submitted by the board to a screening panel consisting of representatives of the department and appropriate educational organizations for review and advice.

6. Section 80-5.20 of the Regulations of the Commissioner of Education is amended to read as follows:

Section 5.20. Endorsement of certificates for [service as a school district leader and school district business leader, and school building leader] the educational leadership service

(a) Administrator.

(1) The commissioner may endorse the certificate of other state(s) or territory/territories of the United States or the District of Columbia for service as an administrator, provided that the candidate meets the following requirements:

(i) The candidate shall hold a valid certificate of other state(s) or territory/territories of the United States or the District of Columbia that is comparable to the professional certificate as an administrator;

(ii) The candidate shall meet the general requirements for certificates prescribed in Subpart 80-1 of this Part, including but not limited to the requirements of section 80-1.3 relating to citizenship, section 80-1.4 relating to study in child abuse identification and reporting and school violence prevention and intervention, section 80-1.13 relating to study in harassment, bullying and discrimination prevention; and section 80-1.11 relating to a criminal history record check;

(iii) The candidate shall hold a master's or higher degree from an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or an equivalently approved higher education institution as determined by the department; and

(iv) Experience and evaluation ratings.

(a) The candidate shall have had at least three years of satisfactory experience in a public school (prekindergarten-grade 12) in other state(s) or territory/territories of the United States or the District of Columbia in a position that would have required the professional certificate as an administrator for employment in New York State and while under a certificate issued by such other state authorizing such service, or the candidate shall have equivalent experience as determined by the commissioner; and

(b) shall submit satisfactory evidence that the candidate received evaluation ratings of effective or highly effective, or the substantial equivalent of such ratings, in at

least three years of experience in a public school in other state(s) or territory/territories of the United States or the District of Columbia in the certificate title sought as an administrator for employment in New York State.

(2) A candidate who meets the endorsement requirements in paragraph (1) of this subdivision shall be issued a professional certificate as an administrator.

[(a)] (b) School district leader.

(1) ...

(2) ...

[(b)] (c) School district business leader.

(1) ...

(2) ...

[(c)] (d) School building leader.

(1) ...

(2) ...

ASSESSMENT OF PUBLIC COMMENT

Following publication of the Notice of Emergency Adoption and Proposed Rule Making in the State Register on September 25, 2024, the Department received the following comments on the proposed amendment:

1. COMMENT: Several commenters expressed concern regarding the “full-time” requirement for the culminating leadership experience for registered administrator programs and the internship requirement for the individual evaluation pathway to Administrator certification. They contend that this requirement does not provide sufficient flexibility for preparation programs to design clinical experiences to meet the needs of a broad range of candidates and may impact the ability of candidates to complete their programs and obtain certification. Additionally, they argue that eliminating “full-time” from the proposed rule would align it with the student teaching requirement for registered teacher preparation programs and the individual evaluation pathway to teacher certification, which do not include the phrase “full-time.”

DEPARTMENT RESPONSE: In response to this comment, the Department has made a non-substantial revision to the proposed rule to remove the term “full-time” from the required culminating leadership experience for registered administrator programs and the internship requirement for the individual evaluation pathway to Administrator certification.

2. COMMENT: Several commenters expressed support for the proposed rule and asked that an additional pathway be created for individuals who currently hold a valid Permanent School Administrator and Supervisor (SAS) certificate or valid renewal of a Provisional SAS certificate. One commenter also asked whether the Department

intends to create a Transitional certificate for the new Administrator certificate, similar to the existing Transitional D certificate for school district leaders.

DEPARTMENT RESPONSE: In response to this comment, the Department has made a non-substantial revision to the proposed rule to create a pathway for individuals who currently hold a valid Permanent School Administrator and Supervisor (SAS) certificate or valid renewal of a Provisional SAS certificate to obtain the Professional Administrator certificate. The Department also intends to establish a Transitional certificate for the new Administrator certificate at a later date.

3. COMMENT: A commenter expressed support for the proposed rule and requested that the Department expand the eligibility for the exceptionally qualified pathway to include experienced teachers who have met all requirements for a School Building Leader or School District Leader certificate except for passing the required certification examinations.

DEPARTMENT RESPONSE: The Department proposed a regulatory amendment at the [October 2024 Board of Regents meeting](#) that would, among other changes, establish a process whereby candidates may apply for a waiver of the certification examination requirement for a certificate in the educational leadership service under certain limited circumstances. If adopted by the Board of Regents, the proposed rule would address the commenter's request. The Department anticipates that the item will be presented to the Board of Regents for adoption at the February 2025 meeting. No changes to the proposed rule are necessary.

4. COMMENT: A commenter opposed the proposed rule, noting that school building leadership and school district leadership are different fields with different competencies and should not be combined into a single certificate area. The commenter also believes the proposed rule will detract from the Department's goal of

ensuring that there are more streamlined pathways for out-of-state candidates to earn a New York State certificate in the educational leadership service. Additionally, the commenter requested that the Department accept certification examinations other than the New York State Teacher Certification Examinations (NYSTCE) for certificates in the educational leadership service. Finally, the commenter opposed any pathway that allows a teacher to maintain their certification without obtaining a master's degree.

DEPARTMENT RESPONSE: The Department agrees that school building leadership and school district leadership are different, though related, fields. For this reason, the proposed rule requires registered administrator programs to include coursework and field experiences at both the school and district levels. Similarly, the proposed rule requires candidates for certification through the individual evaluation pathway to demonstrate that they have completed coursework at both levels.

With respect to the commenter's concerns related to out of state candidates, the Department believes that having a single administrator certificate will improve, rather than detract from, the goal of ensuring that there are pathways for out-of-state candidates to obtain certification in New York State. This proposal will provide the Department with greater flexibility to credit the prior preparation and employment experiences of out-of-state candidates.

The commenter's request that the Department accept certification examinations other than NYSTCE examinations is addressed by a separate proposed regulatory amendment that was presented to the Board of Regents at its [October 2024 meeting](#).

The commenter's final point about teaching certificate requirements is beyond the scope of the proposed rule. No changes to the proposed rule are necessary.

5. COMMENT: Several commenters supported the proposed rule but expressed concern regarding one of the admissions requirements for programs leading to the

Professional Administrator certificate. The commenters suggest that the Department should limit admission to such programs to only those individuals who hold a Professional or Permanent teaching certificate and/or already hold at least one master's degree. Commenters indicated that limiting admission to these candidates would ensure that high standards are maintained or allow administrator programs to design more tailored coursework and field experiences for their candidates, as the programs can rely on the teachers who enroll in their programs having certain expertise and experience in their prior graduate coursework (e.g., candidates who have already completed graduate-level literacy or special education programs).

DEPARTMENT RESPONSE: The Department's regulations establish the minimum admissions criteria to which programs must adhere. Programs are free to add additional admissions criteria for their candidates, including limiting admission to their programs to only those individuals who already hold certain certifications or master's degrees. With respect to the concern about maintaining standards, the proposed rule ensures that the candidates possess three years of teaching, pupil personnel service, and/or educational leadership service experience required for the Professional Administrator certificate prior to admission or completion of the program. This minimum amount of experience is the same or more than the amount of experience required for Professional and Permanent certificates. No changes to the proposed rule are necessary.

6. COMMENT: A commenter opposed the creation of a new Professional Administrator certificate and requested that the Department only issue a combined School Building Leader (SBL)/School District Leader (SDL) certificate that requires all candidates to meet the requirements for both certificates. Upon the establishment of this new combined certificate, the commenter requested that all preparation programs

leading to only an SBL or SDL certificate be eliminated, that existing combined SBL/SDL programs be waived in, and that any newly registered programs be combined SBL/SDL programs. The commenter believes that this would be a more streamlined and accessible process for candidates interested in becoming educational leaders and would avoid changing terminology, which they assert is confusing to the field.

DEPARTMENT RESPONSE: The commenter's proposal to create combined SBL/SDL programs would require candidates who wish to pursue administrative positions that are not superintendent roles to complete many additional semester hours, which can be a financial barrier for candidates. No changes to the proposed rule are necessary.

7. COMMENT: A commenter expressed their opinion that the proposed rule will streamline certification because Professional Administrator certificate holders must also obtain the extension to work as a superintendent, which they believe is the same as the existing SBL and SDL certificate structure. The commenter also states that many preparation programs currently offer combined SBL/SDL programs that include 60 credits, have a combined building and district leader internship experience, and lead to both certificates. Therefore, the commenter recommends that the Department require all preparation programs to offer 60 credits and lead to both the SBL and SDL certificates. The commenter further predicts that individuals who first obtain the new Professional Administrator certificate without also obtaining the extension to work as a superintendent may encounter difficulties if they seek to enroll in a program that only leads to the extension at a later date, as they predict that many institutions may not register extension programs due to low demand. The commenter also opines that the proposed rule will negatively impact rural schools, as these districts often have a single administrator who is both a building principal and a district-level administrator.



DEPARTMENT RESPONSE: The proposed rule establishes a single Professional Administrator certificate. Individuals who hold this certificate would be able to serve in school and district level administrator positions, except for certain district level superintendent positions. This is substantially different than the current SBL and SDL certificate structure and would make Administrator certificate holders eligible for significantly more administrative positions than an individual who only holds the SBL or SDL certificate. The commenter's proposal to create combined SBL/SDL programs would require candidates who wish to pursue administrative positions that are not superintendent roles to complete many additional semester hours, which can be a financial barrier for candidates.

Education Law section 3003 requires that one of the certification requirements for superintendent positions must be 60 semester hours of graduate coursework. The Department cannot override statutory requirements through regulation and, therefore, must have a process in place to verify that anyone serving in a superintendent-level position has met the statutory requirement. The proposed extension meets this requirement. The 60 semester hours of graduate coursework for the extension can be in any area (e.g., not necessarily in administration), similar to the current SDL certificate that requires 60 semester hours of graduate coursework in any area.

With respect to the commenter's concern about administrator staffing in rural schools, the proposed rule should ease this challenge, as individuals who hold the Professional Administrator certificate would be able to serve in both building- and district-level roles, except for certain superintendent-level positions. Currently, an individual who is simultaneously a building principal and district-level administrator must hold both School Building Leader and School District Leader certificates. No changes to the proposed rule are necessary.

8. COMMENT: A commenter supported the proposed regulation and requested that the Department review the requirements and qualifications for the School District Business Leader (SDBL) certificate to ensure that the requirements reflect the current responsibilities of school business officials and that there are streamlined pathways for SDBL certificate holders to obtain a Professional Administrator certificate.

DEPARTMENT RESPONSE: The Department will take the request under consideration. The commenter is otherwise supportive of the proposed rule; therefore, no changes are necessary.

9. COMMENT: A commenter requested that the proposed rule be revised to state that the Department will only deem an educational leadership program from outside of New York State as acceptable as meeting the education requirement for the Professional Administrator certificate if it is aligned to the PSEL standards.

The commenter also asked:

- Whether the experience requirement for the Professional Administrator certificate would be limited to public school experience and whether someone could obtain the Professional Administrator certificate without first holding a New York State teaching certificate.
- Whether the 60 semester hours of graduate coursework could include any educational or non-educational graduate coursework.
- Whether programs registered with the Department that lead to both the Professional Administrator certificate and extension to work as a superintendent would be required to include 60 semester hours of coursework or ensure that, upon completion of the program, a candidate have a total of 60 semester hours of coursework, including any prior graduate level coursework.

- Whether there are any specific requirements related to field experiences and internships that would require a certain number of hours of the clinical experience to be at the building or district level.

The commenter also requested clarification on two scenarios: (1) whether a candidate who completes an SBL program and is issued an SBL certificate would be eligible for the new Professional Administrator certificate if they took and passed the SDL exam, and (2) whether a candidate who completes a currently registered SDL program that is only 15 semester hours and is issued an SDL certificate but does not also hold an SBL certificate would be eligible for the new Professional Administrator certificate if they took and passed the SBL exam. In both scenarios, the commenter asked whether this candidate would also qualify for the extension to work as a superintendent if they possessed at least 60 semester hours of graduate coursework.

The commenter also requested clarification on the effective date of the proposed rule, when the new Professional Administrator certificate would be available in the online TEACH system, and a more detailed implementation timeline. Finally, the commenter expressed concern regarding the individual evaluation pathway, indicating that some preparation programs may decide to only have 21 semester hours, including an internship, which the commenter believes to be insufficient.

**DEPARTMENT RESPONSE:** The proposed rule is intended to provide the Department with flexibility to determine whether an out-of-state candidate meets the requirements for the Professional Administrator certificate through the comparable program pathway. For the comparable program pathway, the proposed rule requires that a candidate's out-of-state program be accredited by an institutional accrediting agency recognized for this purpose by the U.S. Department of Education and lead to a professional certificate as an administrator, or a similar certificate title and type, in the

jurisdiction in which the higher education institution is located. Because preparation program requirements differ from one state to another, the Department believes that this language is sufficient to ensure the rigor of an out-of-state candidate's preparation program while also ensuring that there are not unintentional barriers for them to obtain the Professional Administrator certificate and work in New York State.

Regarding the commenter's questions about the Professional Administrator certificate requirements, the proposed rule does not require a candidate to first hold a New York State teaching certificate and does not require a candidate's teaching, pupil personnel service, and/or educational leadership service experience be completed at a public school. Rather, such experience may be completed in a public or non-public school (prekindergarten-grade 12), with an exception for candidates admitted into a Pilot P-20 Partnership for Principal Preparation program.

For the extension to work as a superintendent, the proposed rule requires the candidate to have completed at least 60 semester hours of graduate coursework. Consistent with the requirements of Education Law section 3003, the proposed rule allows any graduate coursework, regardless of discipline, to count toward this requirement.

Regarding the commenter's questions about semester hours for registered programs that lead to the Professional Administrator certificate and the extension to work as a superintendent, the proposed rule requires such programs to include at least 60 semester hours of graduate study that may include graduate study completed prior to admission and the graduate study required to develop knowledge and skills for school level and district level administration, as specified in the program's content requirements. Other than the requirement that clinical experiences culminate in an internship of at least 15 weeks, the proposed rule does not specify a specific number of

hours for clinical experiences. However, the clinical leadership experiences must include experiences at both the school and district levels, be supervised by certified school district leaders and program faculty, and occur throughout the program.

Regarding the timeline for implementing the Professional Administrator certificate, the proposed rule will become effective on January 29, 2025. Beginning on this date, the Department can begin registering programs leading to the new certificate. Beginning February 1, 2025, the Department will no longer register any new SBL or SDL programs. To provide a sufficient transition period, existing SBL and SDL programs will continue to be registered with the Department until August 31, 2030. To ensure that candidates who enroll and complete SBL or SDL programs during this transition are not negatively impacted, candidates have until January 1, 2031 to apply and qualify for the SBL and SDL Internship certificates, SBL Initial and Conditional Initial certificates, and Transitional D certificates. Beginning on September 1, 2031, the Department will no longer issue current SBL and SDL certificates with an effective date that begins after September 1, 2031, except for the Professional certificate and the reissuance of an Initial certificate.

Regarding the two scenarios posed by the commenter related to pathways for current SBL and SDL certificate holders to obtain the new Professional Administrator certificate, an SBL or SDL certificate holder would be eligible for the new Professional Administrator certificate if they took and passed the administrator certification examination that they were not required to take and pass for the certificate they already hold (i.e., an SBL certificate holder would take and pass the SDL certification examination, and an SDL certificate holder would take and pass the SBL certification examination). Candidates who hold the Professional Administrator certificate are eligible

for the extension to work as a superintendent if they have completed at least 60 semester hours of graduate coursework.

Regarding the commenter's concern about the individual evaluation pathway to certification leading to administrator programs that have only 21 semester hours, including an internship, it is important to note that the 21 semester hours of coursework does not include any semester hours associated with the internship in this pathway; the internship and coursework are separate requirements in the individual evaluation pathway. Although the proposed rule does not include a minimum number of semester hours of coursework to register a new administrator program, institutions of higher education that wish to register a new administrator program must show on their new program registration application that the program meets all of the requirements specified in the proposed rule related to coursework and clinical experiences at both the school and district level. No changes to the proposed rule are necessary.