New York State Education Department
Syllabus (Outline) and Application for Approval as a Provider of Training or Course Work in The Needs of Children with Autism

Formatting and mailing address updated, 5/2023

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INTRODUCTION

In response to the growing number of children being diagnosed with autism, the Legislature enacted Chapter 143 of the Laws of 2006 to amend Sections 3004(4) and (5) of the Education Law to require that all persons applying for a teaching certificate or license on or after February 2, 2007, as a special education teacher or as a school administrator who works in special education, complete course work or training in the needs of children with autism. Special education teachers include those with certification titles in *special education, students with disabilities, teaching students who are deaf or hard-of-hearing, teaching students who are blind or visually impaired,* and *teaching students with speech and language disabilities*.

To continue to comply with this legislation, beyond the approved provider's expiration date, additions and updates have been made to the New York State Syllabus (Outline) for the 3-hour training required under the Regulations of the Commissioner of Education, that became effective on July 11, 2008. These changes were been made with the advice of an external and internal workgroup. The regulations:

- detail the required components of such course work or training within special education programs at institutions of higher education (Section 52.21);
- require that candidates applying for a certificate in special education through individual transcript evaluation to have training in the needs of students in autism (Section 80-1.12);
- set forth the standards for course work and training and establish the application process for organizations seeking to become approved providers of such course work or training (Subpart 57-3); and
- require the Department to develop a syllabus for providers offering such course work or training (Subpart 57-3).

The law requires that the course work or training must be obtained from an institution or provider that has been approved by the State Education Department to offer such course work or training**,** must follow the Department's Autism Syllabus (Outline) (Attachment A), and must meet the minimum time requirements.

Subpart 57-3 of the Commissioner's Regulations defines the entities eligible to serve as providers of training or course work in the needs of children with autism. Under the Regulations, a provider must be one of the following:

- Teachers' or professional organization or association
- School district
- Board of Cooperative Educational Services (BOCES)
- Nonpublic school
- Institution of higher education (Note: New York State institutions with approved students with disabilities program leading to certification are exempt from the application process and deemed approved, pursuant to Subpart 57-3.7.)
- Hospital
- Health care facility
- Government agency or office
- Social service agency
- Any other organization whose purpose is the provision of course work in the needs of students with autism.

To be approved as a provider, an eligible organization must submit acceptable evidence to the Department that it has adequate resources (e.g., financial, physical, personnel) to offer such course work or training. Approved providers must also demonstrate the competence of the instructors offering the training through earned degrees, training, expertise, and relevant experience in the provision of training or course work in the needs of children with autism.

The term of approval is six years. A new application, including supporting documents and nonrefundable fee is required for renewal of approval.

Those entities interested in becoming approved providers (or renewing approval) must complete and submit the application, including all supporting documents, along with payment of the nonrefundable fee of $600. Payment must be in the form of a certified check or money order, made payable to the New York State Education Department. These materials should be sent to the address below. Questions may be directed to appinfo@.nysed.gov. In the subject line, type "Approval Autism Application."

New York State Education Department
Office of Teaching Initiatives
89 Washington Avenue, 5N EB
Albany, NY 12224-0346
Attention: Autism Training Applications

APPLICATION FOR APPROVAL AS A PROVIDER OF COURSE WORK OR TRAINING IN THE NEEDS OF STUDENTS WITH AUTISM

Enclosed is information for entities seeking to become approved providers of course work or training in the needs of students with autism. Please carefully review and complete all materials. In order to be considered, applications must be accompanied by ALL supporting materials AND the $600 application processing fee.

This application packet includes:

- Application for Approval as a Provider
- Revised New York State Training/Course work Autism Syllabus (Outline) – Attachment A
- Provider Agreement and Responsibilities – Attachment B

To be approved as a provider, the eligible organization must submit the accompanying application and acceptable evidence to the Department that it has adequate resources (e.g., financial, physical, personnel) to offer the course work or training. The course work or training must follow the Department's Autism Course Work/Training Syllabus (Outline) (Attachment A) and must meet the minimum time requirements allotted for each topic within the Outline.

Providers seeking approval must also demonstrate to the Department the competence of the instructors who will offer such course work or training by earned degrees, training, expertise and relevant experience, as determined by the Department.

The term of approval is six years. The Department will send The Electronic Reporting of Workshop Completion Directions Package to approved providers.

Completed applications and all supporting documents, plus the nonrefundable processing fee of $600, in the form of a certified check or money order, made payable to the New York State Education Department, should be submitted to the address below. Questions may be emailed to appinfo@.nysed.gov. In the subject line, please type "Autism Approval Application."

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APPLICATION FOR APPROVAL AS A PROVIDER OF COURSE WORK OR TRAINING IN THE NEEDS OF STUDENTS WITH AUTISM

1. Complete the Applicant/Provider Information

Applicant/Provider Name	
Mailing Address	
County	
Telephone	
Contact Person and Title	
Contact Person Phone and Email	
Webpage address (if applicable)	

2. Check One Provider* Category

☐ Teacher or professional organization or association	☐ Social service agency	☐ Health care facility
☐ Any other organization whose purpose is the provision of course work in the needs of students with autism	☐ Government agency or office	☐ Hospital
☐ Board of Cooperative Educational Services (BOCES)	☐ School district	☐ Nonpublic school
☐ Other (please specify):		

*Note: New York State institutions of higher education with approved students with disabilities programs leading to certification are exempt from the application process and are deemed approved, pursuant to Subpart 57-3.7.

3. Describe the population served and the major purpose of the organization.

4. Resources: Describe the financial, physical, and personnel resources that you will utilize to offer the course work or training. Documentation of financial resources may include the most recent certified audit, verification of deposits, and funding sources (e.g., government, private, corporate, etc.) or description of other assets. Physical and personnel resources should include training location, equipment to be used, the number of individuals involved in providing the training, etc.

☐ I have attached documentation regarding resources.

5. Target Audience: (Check all that apply)

☐ Special Educ. Teachers	☐ Other Teachers	☐ Support Personnel
☐ Administrators	☐ Others (please specify):	

6. Identify the Certifying Officer(s) who will sign the Certification of Completion Forms:

1. Name and Title	
Phone and Email Address	
Signature	
2. Name and Title	
Phone and Email Address	
Signature	

7. Individual(s) responsible for Maintaining the Certification of Completion Forms:

Name	
Address	
Phone and Email	
Address where Certification of Completion Forms will be maintained (if different from above)	

*Note: The NYS Certificate of Completion Form has been replaced by an electronic reporting process. If approved as an Autism training provider, instructions regarding how to upload files containing information about how to electronically report workshop completers will be mailed to the address provided in item # 6, above.

8. Course work or Training

a. The anticipated length of the course is _____ hours.
b. Delivery format: (Check all that apply)
☐ live classroom-based lecture/discussion
☐ live lecture/discussion at a distance (e.g. teleconference, one-way or interactive)
☐ interactive Internet-based delivery
☐ self-administered distance delivery, including:
☐ print
☐ video cassette
☐ other (please specify):

9. Fees: (Check one)

☐ Yes, fees will be charged to participants. (If yes, please indicate amount and describe provisions for refunds in case of course cancellation, withdrawal, or failure to complete.)
☐ No, fees will not be charged to participants

10. Content of Training or Course Work: Complete this curriculum guide for the training or course work in the needs of students with autism and attach a detailed plan/guide to lead the training.

CURRICULUM GUIDE WORKSHEET

Topic and Time Allotment	Participant Learning Outcomes	What methods will be used to convey this information?
Definitions **10 minutes***	Participants will know: • the definitions of autism for purpose of special education eligibility under the Individuals with Disabilities Education Act and • the criteria for clinical diagnosis of autism spectrum disorder (ASD).	
Etiology and Prevalence **10 minutes***	Participants will be familiar with current thinking about the etiology of ASD and with statistics regarding the prevalence of ASD in children.	
Characteristics **25 – 35 minutes***	Participants will know some of the common characteristics of students on the autism spectrum.	
Research/ Evidence Based Instructional Methods/Interventions for Teaching Students with ASDs **80 - 90 minutes***	• Participants will recognize the research surrounding autism. • Participants will be knowledgeable of the recent research on interventions with children and youth who have ASD. • Participants will know some of the different	

	research and/or evidenced-based instructional methods/interventions that are available for working with students with autism. • Participants will understand the value of data collection and analysis as an on-going formative assessment tool to monitor progress and improve instruction. • Participants will have an understanding of how autism affects communication along the spectrum.	
Behavior Management and Positive Behavioral Supports **30 minutes***	Participants will have an understanding of specific behavioral challenges and positive interventions for students with ASD and will become more knowledgeable about the resources available to support students with ASD.	
Effective Collaboration, Resources and Supports **15 minutes***	• Participants will understand the value of using cross-disciplinary service delivery systems; supporting students with ASD in the least restrictive environment and communicating effectively with and supporting the family. • Participants will become aware of resources to support students with ASD and their families, including early childhood supports, pre-school special education, community service agencies, transitional	

	support services and Vocational Rehabilitation Services, advocacy groups and associations, and the *Autism Program Quality Indicators.*	

*These are minimum amounts of time for each topic. However, due to the nature of the topic components, it is anticipated that there will be an overlap of topic discussions. For example, during the 80/90minute time period for *Evidence Based Instructional Methods/Interventions for Teaching Students with ASD*, it is likely that some characteristics of students with ASD would again be discussed.

- **Please attach a detailed plan to lead the three-hour training.**

11. Instructor Qualifications Form(s) for <u>each</u> proposed instructor, complete this form and provide information specific to education, training and/or experience relevant to teaching a course or providing training in the needs of students with autism. Duplicate as necessary.

Instructor's Name	
Current employment title	
Name, address, and phone number of current employer	

Faculty and educational specialists who offer the course work or training in the needs of students with autism must have demonstrated by training, earned degrees, or experience, their competence to offer the course work or training. They must hold at least a master's degree; and have specialized training in autism, or shall have demonstrated, in other widely recognized ways, their specialized knowledge in the area of autism, as determined by the department [Section 57-3.3(b)(2)]

EDUCATIONAL PREPARATION:

Institution Name	Location	Autism Specific Course Work (attach additional sheets if necessary)	Degree

Provide a brief description of professional experiences in autism. Include courses/trainings attended or lead (taught) not identified above.

PROFESSIONAL EXPERIENCES:

Provide name and location of experience/workshop/ conference/training	Attended	Led

NEW YORK STATE LICENSE/CERTIFICATE (if any):

Professional Area	License/Certificate Number

☐ Check if you have Attached Additional Sheets or Instructor Qualifications Forms.

12. My signature below indicates that I have read and understand the Provider Agreement and Responsibilities (Attachment B).

Signature	

13. Recommended Evaluations (not required): Provide recommended plan for post-evaluation of participants and post-evaluation of the workshop.

PARTICIPANT EVALUATION: An evaluation of participant knowledge is not required, but it is strongly recommended by the Department. If using an evaluation form to determine if the participant has achieved the learning objectives/student outcomes, please attach. Check one.

☐ Plan attached
☐ Plan not attached

WORKSHOP/INSTRUCTOR EVALUATION: An evaluation of the workshop and/or instructor by participants is not required in Regulations, but it is strongly recommended by the Department. If an evaluation form is being used to evaluate the instructor(s) or workshop, please attach. Check one.

☐ Plan attached
☐ Plan not attached

14. Resources: This is a list of required resources to be provided to ALL participants taking training or course work in the needs of students with autism. It is expected that the approved provider will provide ADDITIONAL resources to workshop participants. In the space below this list, identify additional resources to be provided to participants. Attach additional resources if necessary.

- **New York State Health Department - Autism:**
  https://www.health.ny.gov/community/infants_children/early_intervention/autism/index.htm

  This site provides a definition of autism and autism spectrum disorder. Additionally, it provides links to fact sheets, clinical guidelines, screening checklists, and access to clinical guideline report recommendations.

- **New York State Education Department – Part 200 of the Regulations of the Commissioner of Education – Students with Disabilities:**
  http://www.p12.nysed.gov/specialed/lawsregs/part200.htm

  This site contains New York State's regulations relating to students with disabilities, including section 200.13 relating to educational programs for students with autism.

- **New York State Education Department – Disability Specific Assistance - Autism Home Page:**
  http://www.p12.nysed.gov/specialed/autism/

  The site contains general facts and information about autism and links for the "Latest News," "Publications," and "Autism Training Providers." This site also includes links to additional resources for parents, educators, and other individuals interested in the education of students with autism available from the New York State Education Department, including the "Autism Program Quality Indicators" (APQI). The APQI are a compilation of the best practices in educating students with autism, which were developed to serve as a means of guiding quality improvement activities for schools and programs serving children with autism in New York State, and are intended to serve as a self-review and quality improvement guide for schools and programs serving students with autism spectrum disorders.

- **New York State Regional Centers for Autism Spectrum Disorders:**
  https://www.albany.edu/autism/nysrcasd.php

  The New York State Regional Centers for Autism Spectrum Disorders provides information for identifying, disseminating and assisting in the identification of evidence-based practice to build the capacity to improve services for students with ASD.

- **Adult Career and Continuing Education Services (ACCES)**
  http://www.acces.nysed.gov/home.html

  The site provides information about Adult Career and Continuing Education Services (ACCES), formerly Vocational and Educational Services for Individuals

with Disabilities (VESID), with links to information about vocational rehabilitation, adult education, and the Test Assessing Secondary Completion (TASC), which replaces the General Educational Development (GED), as a pathway to a New York State High School Equivalency Diploma effective January 2, 2014.

The following additional resources will be provided to participants:

☐ Additional resources are attached.

15. **CHECKLIST:** Please be sure that the following items are included:

☐ Completed Application for Approval as a Provider.

☐ $600 nonrefundable application fee, payable to the New York State Education Department. The Department will accept money orders and certified checks but cannot process purchase orders or vouchers. Applications will not be reviewed without the appropriate fee.

☐ All attachments/additional information requested in application.

*****Retain a copy of the entire application for your records prior to mailing to:*****

New York State Education Department
Office of Teaching Initiatives
89 Washington Avenue, 5N EB
Albany, NY 12224-0346
Attention: Autism Training Applications

Questions may be directed to the following email address: appinfo@.nysed.gov. In the subject line, please type “Autism Approval Application.”

Attachment A

New York State Syllabus (Outline) for 3-hour training or course work in the needs of students with autism

Topic	Topic components must include, but are not limited to:	Participant Learning Outcomes
Definitions **10 minutes***	• Individuals with Disabilities Education Act (IDEA) and Part 200 of the Regulations of the Commissioner of Education • DSM- 5 Criteria	Participants will know: • the definition of autism, for purpose of special education eligibility under IDEA: and • The criteria for clinical diagnosis of autism spectrum disorder (ASD).
Etiology and Prevalence **10 minutes***	• Etiology • Current national and State statistics regarding the number of individuals with autism	Participants will be familiar with current thinking about the etiology of ASD and with statistics regarding the prevalence of ASD in children.
Characteristics **25 – 35 minutes***	Overview of common characteristics of Autism Spectrum Disorders in areas such as Core features: • Social communication/social interaction deficits, including deficits in social-emotional reciprocity; deficits in nonverbal communicative behaviors used for social interaction; and deficits in developing, maintaining and understanding relationships. • Restrictive, repetitive patterns of behavior, interests or activities, including stereotyped or repetitive motor movements, use of objects, or speech; insistence on sameness, inflexible adherence to routines, or ritualized patterns or verbal/nonverbal behavior; highly restricted fixated interest that are abnormal in intensity or focus; and hyper or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment.	Participants will know some of the common characteristics of students on the autism spectrum.

Research/ Evidence Based Instructional Methods/Interventions for Teaching Students with ASDs **80 - 90 minutes***	• Introduction to research/ evidenced-based instructional methods/interventions used to support students with ASD in the areas of communication, behavior, sensory, social skills and academic learning needs. • Designing educational environments to maximize learning. • Maintenance of skills and generalization of skills to new environments.	• Participants will recognize the research surrounding autism. • Participants will be knowledgeable of the recent research on intervention with children and youth who have ASD. • Participants will know some of the different research and/or evidenced-based instructional methods/interventions that are available for working with students with autism. • Participants will understand the value of data collection and analysis as an on-going formative assessment tool to monitor progress and improve instruction. • Participants will have an understanding of how autism affects communication along the spectrum.
Behavior Management and Positive Behavioral Supports **30 minutes**	• Introduction to behavior management strategies, positive behavioral interventions and supports (PBIS) for students with ASD, including the use of functional behavioral assessment and behavioral intervention planning to address challenging behaviors. • Introduction to resources for using PBIS at the individual, class, small group and school wide levels, including integration with PBIS approaches.	Participants will have an understanding of specific behavioral challenges and positive interventions for students with ASD and will become more knowledgeable about the resources available to support students with ASD.
Effective Collaboration, Resources and Supports **15 minutes***	• The need for school district and administrative support and information about ASD. • The role of the educator and administrator in providing strategies and information about working effectively and collaboratively with students with ASD, school staff, parents and others.	• Participants will understand the value of using cross-disciplinary service delivery systems; supporting students with ASD in the least restrictive environment and communicating effectively with and supporting the family.

	• Understanding the impact of ASD on the family and promoting family involvement. • Resources available to support students, parents, and schools.	• Participants will become aware of resources to support students with ASD and their families, including early childhood supports, pre-school special education, community service agencies, transitional support services and Vocational Rehabilitation Services, advocacy groups and associations, and the *Autism Program Quality Indicators.*

* These are minimum amounts of time for each topic. However, due to the nature of the topic components, it is anticipated that there will be an overlap of topic discussions. For example, during the 80 - 90-minute time for *Evidence Based Instructional Methods/Interventions for Teaching Students with ASD*, it is likely that some characteristics of students with ASD would again be discussed.

Attachment B

Rev.4/2015

The University of the State of New York

NEEDS OF STUDENTS WITH AUTISM COURSE WORK PROVIDER AGREEMENT

1. The applicant/provider agrees that the course work or training will cover, at a minimum, the required components of the New York State Training/Course work Autism Syllabus (Outline) (Attachment A), pursuant to Subpart 57-3.5 of the Regulations of the Commissioner of Education. The applicant/provider agrees that the course work will be current, relevant and appropriate for the professionals in the target audience.

2. The applicant/provider agrees that, if additional instructional staff members are selected, those persons will possess training, experience, or earned degrees comparable to staff identified in the application.

3. The applicant/provider agrees to upload electronically to a designated site, and in a format established by the State Education Department, within 21 calendar days, each person's completion of coursework or training.

4. The applicant/provider agrees to retain a copy of each Certification of Completion form, and copies of all program and promotional materials used for each course, for not less than six years from the date of completion of the course. These records are subject to review by the Department, and the applicant/provider agrees to make these records available to the Department or its designee during regular business hours at a specified location. The applicant/provider agrees to respond to any Department inquiry regarding these records and to notify the Department in advance of any location change of these records prior to the expiration of the six-year period.

5. The applicant/provider agrees that the Department may review and evaluate the course work or training offered, and that the termination of a provider's approved status may result if the Department determines that the course work or training is inadequate, incomplete, or otherwise unsatisfactory.

6. The applicant/provider agrees that failure to comply with this Agreement, or failure to substantiate the capability to offer the course work or training, or misrepresentation of requirements or status, may result in the termination of the Provider Agreement by the Department.

7. The applicant/provider agrees that the term of approval as a provider is six years. At the expiration of this term, a provider may reapply to the State Education Department for approval to continue to offer the course work. The applicant/provider further agrees that if course work or training is discontinued, all copies of certifications of completion issued within the six years prior to such discontinuance shall be transferred to the Department and become property of the Department.

8. The applicant/provider agrees to submit with the Application for Approval as a Provider of Course work or Training in the Needs of Students with Autism and the Provider Agreement a fee of $600, payable to the New York State Education Department.

9. The applicant/provider will allow the Department to conduct site visits, as needed, and the provider/applicant will release any information requested by the Department, as a result of such site visit.

10. The applicant/provider agrees to comply with Subpart 57-3 of the Regulations of the Commissioner of Education, as follows:

SUBPART 57-3 Training in Autism

§ 57-3.1 Purpose.
The purpose of this Subpart is to set forth standards for approval and the approval process for providers of course work or training in the needs of students with autism that is offered to candidates for a teachers' certificate or license in any of the following classroom teaching titles: students with disabilities in early childhood, childhood, middle childhood or adolescence; speech and language disabilities; deaf and hard of hearing; and blind and visually impaired and for school administrators, to the extent required by section 3004 of the Education Law.

§ 57-3.2 Definitions.
As used in this Subpart:
(a) course work or training means course work or training in the needs of students with autism.
(b) provider means any teachers' or professional organization or association, school district, board of cooperative educational services, nonpublic school, institution of higher education, hospital, health care facility, government agency or office, social service agency, or any other organization that has as its purpose the provision of course work or training in the needs of students with autism, and that is approved by the department to offer such course work or training pursuant to section 3004 of the Education Law.

§ 57-3.3 Filing of application for approval as a provider.
(a) A person or organization seeking approval as a provider shall submit to the department, an application on forms prescribed by the commissioner, with a fee of $600.
(b) To be approved, each applicant shall submit evidence acceptable to the department that the applicant:
    (1) has and will maintain adequate resources to offer the course work or training;
    (2) has and will ensure that faculty and educational specialists who will offer the course work or training have demonstrated by training, earned degrees or experience, their competence to offer the course work or training. The faculty or educational specialists who offer such course work or training must hold at least a master's degree; and have specialized training in autism or shall have demonstrated, in other widely recognized ways, their specialized knowledge in the area of autism, as determined by the department;
    (3) certifies in writing that the course work or training will be conducted through use of a curriculum which, at a minimum, includes the syllabus prepared by the department; and
    (4) certifies, in writing, that certification of completion forms obtained from the department will be issued to students upon completion of the course work or training for their use in documenting satisfaction of the requirement of course work or training in autism, as required under section 3004 of the Education Law.

§57-3.4 Term of approval as a provider.
(a) Providers shall be approved for a period of six years, except that the approved status of such providers may be terminated during this term by the department in accordance with section 57-3.6 of this Subpart.
(b) At the expiration of said term, the provider may reapply to the department for approval following the requirements of section 57-3.3 of this Subpart, including payment of the required fee.

§ 57-3.5 Responsibility of providers.

(a) Pursuant to the requirements of section 3004 of the Education Law, a provider, at a minimum, shall offer the syllabus prepared by the department. However, nothing in this section shall preclude providers from offering additional course work or training which exceeds, or expands upon, the three-hour syllabus prescribed by the department.

(b) An approved provider of such course work or training shall execute a certification of completion of each person completing course work or training, and within 21 calendar days of the completion of course work or training, the provider shall submit the certification of completion to the person completing the course work or training for that person's use in documenting such completion.

(c) The provider shall retain a copy of the certification of completion in the provider's files for not less than six years from the date of completion of course work or training.

(d) In the event that an approved provider discontinues offering course work or training, all copies of certifications of completion issued within the six years prior to such discontinuance shall be transferred to the department.

(e) Course work or training shall be taught by instructors who have demonstrated by training, education and experience their competence to teach the course content prescribed in subdivision (a) of this section.

§ 57-3.6 Review of providers by the department.

(a) The department may review approved providers during the term of approval to ensure compliance with the requirements of this Subpart and may request information from a provider and may conduct site visits, pursuant to such review.

(b) A determination by the department that the services offered by a provider are inadequate, incomplete or otherwise unsatisfactory pursuant to the standards set forth in this Subpart shall result in the denial or termination of the approved status of the provider.

§ 57-3.7 Exemption.

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

Signature of Authorized Official	
Date	
Print or Type Name	
Title	