# 5B

## Action

*Credentialing and Certificated Assignments Committee*

## Proposed Amendments and Additions to 5 California Code of Regulations Pertaining to Special Education Teaching and Services Credentials

**Executive Summary:** This agenda presents proposed amendments, additions, and deletions pertaining to Special Education Teaching and Services Credentials.

**Recommended Action:** Staff recommends that the Commission approve the addition, amendment, and deletion of regulations concerning Special Education Teaching and Services Credentials for the purpose of beginning the rulemaking file for submission to the Office of Administrative Law and scheduling a public hearing.

**Presenter:** Terri H. Fesperman, Consultant, Certification, Assignment and Waivers Division

**Strategic Plan Goal: 1**

**Promote educational excellence through the preparation and certification of professional educators**

- Grant credentials, certificates and permits as set out in regulation and statute

# Proposed Amendments and Additions to 5 California Code of Regulations Pertaining to Special Education Teaching and Services Credentials

**Introduction**

This agenda item presents amendments, additions, and deletions to Title 5 of the California Code of Regulations pertaining to Special Education Teaching and Services Credentials. This is the next step in implementing the special education reforms as required in statute. The proposed regulations reflect the content and field work completed by the candidate as prescribed by the special education teaching and services program standards approved by the Commission at their meetings from December 2008 to March 2009. The authorization of the credentials reflects the content completed by the candidate.

These regulations (sections 80046.5, 80047 – 80047.9, 80048.2 – 80048.4, 80048.6, 80048.8 – 80048.8.1, and 80048.9 through 80048.9.3) were last updated in 1997. The proposed amendments and additions to regulations will make changes to the special education teaching and services credentials while continuing to meet state and federal mandates for serving students with disabilities. Proposed changes include updating the credential authorizations, the addition of one new authorization for teaching credentials, clarifying the subject-matter competence requirement for the preliminary teaching credential, establishing a new route to earn the clear teaching credential, removing outdated portions of the regulations, and adding regulations for special education services credentials.

**Background**

In June 2006, the Commission directed staff to begin the review and revision of the structure and requirements for the Education Specialist Teaching and Services Credentials. Later that summer the State Budget Act included funds to carry out the review and the passage of SB 1209 (Chap. 517, Stats. 2006) authorized the Commission to study the structure and requirements for the Education Specialist Teaching and Services Credentials. The Special Education Credential Work Group was formed in December 2006 and began its deliberations in February 2007.

At the December 2007 meeting, the Commission approved the *Report to the Governor and Legislature on the Study of Special Education Certification*. The report, which was sent to the Governor and Legislature on December 21, 2007, contained 25 recommendations for modifications and improvements for Education Specialist Teaching and Services Credentials. In January 2008, the Commission approved an implementation plan that outlined the steps that would be taken to implement those 25 recommendations. Included in that plan was the establishment of a Design Team that had the responsibility for developing a set of proposed *Standards of Program Quality and Effectiveness* for all Education Specialist Teaching and Services Credentials, credential authorization statements for teaching and services credentials and added authorizations in special education, and Teaching Performance Expectations for

teachers with Education Specialist Credentials. The fourteen member Design Team was assisted by subcommittees representing specialized expertise in each of the credential areas where standards and authorizations were developed.

The Commission approved standards for the preliminary teaching and services credentials, clear teaching credential, and added authorizations in late 2008 and early 2009. The next step is for the Commission to promulgate regulations and implement the changes.

**Proposed Additions, Amendments, and Deletions**

The proposed amendments and additions to the special education regulations are based on the recommendations from the Work Group and the Design Team working with the Commission since 2007. These changes include updating special education authorizations to meet the current needs and practices found in California public schools, a new method of preparation to earn a clear special education credential, establishing a new specialty area authorization for the teaching credential, and adding regulations for the services credentials. These changes are discussed below.

Note: Specific changes are outlined in detail in the side column of the attached text of the regulations.

*Updating Authorizations to Current Needs and Practices in Schools*

The authorizations have been revised, updated and incorporated into a structure that improves access to special education services. Authorizations in Title 5 Regulations are used by the Commission and employers to determine a legal and appropriate assignment and by the team that creates a student's Individualized Educational Program (IEP) to determine which special education service provider can provide the most appropriate service in the Least Restrictive Environment (LRE) for the student with a disability. In the preparation of an Education Specialist or Special Education Service provider, there must be a match between the authorized services, the skills, knowledge and abilities taught in the program, and the field experiences that the candidate completed in the course of the preparation.

All Education Specialist specialty area authorizations are proposed to be expanded to include Autism Spectrum Disorders (ASD). Currently, students with autism are primarily served by individuals holding the Moderate/Severe Credential, although many students with Autism may have a range of abilities and needs across the autism spectrum. Some students also have additional other special needs. By adding ASD to all special education credential authorizations, it assures that students identified with ASD will be served in all environments with educators who possess the skills to do so effectively.

The premise of the LRE has come to be seen in different ways in the last ten years since the last revision of the regulations. Additionally, there are fewer special day classes where direct specialized services are provided. A much more common service delivery model is to provide services in the inclusive setting. Team approaches to providing services to students with disabilities have become the preferred mode of service for Student Study Teams and for the parents and educators who develop IEPs and Individualized Family Service Plans (IFSPs) for special needs students. Learning Center models that provide intensive services for students, whose LRE is the general education classroom setting, have become the pervasive service

delivery mode. For these reasons, the appropriate setting, age and grade level for each authorized specialty area, and the titles of the federal disability categories have been updated.

Finally, obsolete local teaching assignment options have been deleted as they were included in regulations to meet a shortage in a specific special education teacher education program which no longer exists.

*Requirements to Earn a Preliminary Teaching Credential*

The Work Group and the Design Team agreed that all teachers, including special education teachers, who are assigned to teach No Child Left Behind Act (NCLB) core academic subjects should be expected to demonstrate subject matter competence in those subjects they are assigned to teach.

Changes in federal and State Board of Education requirements concerning the demonstration of subject matter competence and the "Highly Qualified" teacher designation required changes in the requirements for the preliminary Education Specialist Credential. In 2003, the Commission acted to follow the requirements of the California State Board of Education and federal regulations of the NCLB for general education teachers for the multiple and single subject credentials. For those earning a credential to teach in elementary schools, general education teachers are required to demonstrate knowledge of the subjects commonly taught in elementary schools through the appropriate Commission-approved examination. Those earning a Single Subject Credential to teach in middle and high school demonstrate subject matter competence either through examination or successful completion of a Commission-approved program. Before the action taken to be in compliance with NCLB and the 2004 Individuals with Disabilities Education Act (IDEA), Education Specialists could choose from any of the Multiple or Single Subject options available to demonstrate subject matter competence.

Under the IDEA/NCLB requirements, a middle/high school teacher needs a subject matter major, or Commission-approved subject-matter program or examination in an NCLB core academic subject if the teacher is providing instructional services in an NCLB core academic subject area. The elementary teacher must have subject matter competence through the appropriate Commission-approved examination.

Given that special education credentials authorize service in grades K-12 or birth through 22 and subject matter competence must be demonstrated for IDEA/NCLB at the elementary or middle/high curriculum level, local employing agencies are faced with many complexities in the appropriate assignment and NCLB compliance of special education teachers. Teacher candidates, teacher preparation programs, and employers are required to sort through a complex landscape of state and federal laws as well as program and employer practices to ensure that teachers indeed meet IDEA/NCLB compliance and also hold the appropriate special education authorization to serve the students.

With the assistance from staff from the California Department of Education to ensure that the proposed regulations assist the special education candidate to meet NCLB compliance, the Commission is proposing that the subject matter knowledge requirement be limited to subject areas that align with the federal NCLB core academic subject areas (English, reading/language arts, math, science, foreign language, civics/government, economics, arts, history, geography,

and elementary level). This includes passage of examination(s) appropriate for the multiple subject, or passage of the examination or appropriate subject-matter program for the single subject credential in the areas of art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science.

The regulations for the prior special education credential entitled Special Education Specialist Teaching Credential are proposed to be deleted since an individual may no longer be initially issued this document.

*Requirements to Earn a Clear Teaching Credential*

Currently Education Specialist candidates must complete two levels of preparation to earn a clear credential. The current Education Specialist second level requires that the candidate be employed and providing special education services. Education Specialists seeking to clear their credential must complete advanced special education coursework through an approved clear credential (Level II) program. Although not required by statute, some employers also require Education Specialists to complete a Beginning Teacher Support and Assessment (BTSA) Induction program. In some cases the BTSA Induction program is used as part (no more than one-fourth) of the Level II program. This is the case in those programs where a partnership has developed between the BTSA Induction program and the local university special education program.

The forums that were held by Commission staff as part of the review of the Education Specialist credentials indicated that there were mixed perspectives about Level II programs. Some credential holders indicated that they had received good preparation that helped them be more successful in their jobs and allowed them to advance on their district's pay scale. Others felt quite overwhelmed when they were required to complete their local BTSA Induction program in addition to the Level II credential requirements. There were also concerns that BTSA Induction was not sufficiently aligned with work as a special education teacher. Based on this mixed input, the Commission's Work Group and Design Team explored ways to combine the strengths of both BTSA Induction and the most effective parts of the Level II special education preparation.

The proposed changes to clear an Education Specialist credential include a program that combines advanced coursework and supported induction that should be available to all preliminary credential holders. If an individual holds more than one credential, the Individualized Induction Plan (IIP) that guides the teacher's advanced preparation should be written to clear all preliminary credentials held. Based on recommendations offered by educators who came to the Commission's forums, the Commission's Design Team developed a structure that draws from the BTSA Induction system, while recognizing that there are differences in the preparation and employment circumstances of a Multiple or Single Subject teacher and an Education Specialist teacher.

The rationale for the recommendation is that teachers who are supported remain in teaching significantly longer than those who are not. However, it is likely that because of the wide range of service delivery options possible, an Education Specialist credential holder may be placed in a situation where support alone may not be enough to address the knowledge and skills necessary to successfully provide the services needed by special needs students in their assignment.

Therefore, advanced preparation must be an option in the Education Specialist Clear Credential program.

The beginning Education Specialist's IIP would focus on the service delivery models of the credential holder's current employment. In the beginning years of teaching, support programs accompanied by applied and advanced preparation will greatly assist the novice teacher to become increasingly more effective in serving the needs of students with disabilities in the range of service delivery models they are expected to master. The use of the IIP will lead to focused, effective instruction accompanied by mentored support that will allow applied and specialized experiences for all the teaching credentials that the teacher holds. Focused, individualized, and supported clear credential preparation will lead to better prepared, more confident teachers who are better able to deal with the complexities of special education and will increase the likelihood of Education Specialists continuing in the teaching profession. The collaboration of employers and institutions of higher education in the development of IIP for the clear credential will encourage larger numbers of individuals to pursue and continue their careers in special education. Both institutions of higher education and county offices of education/school districts may serve as induction program sponsors.

In addition, as a result of the passage of SB 1209 (Chap. 517, Stats. 2006) and the deletion of Education Code sections 44270.1 and 44277, professional growth is no longer a requirement to earn a 'professional' clear credential and the Commission has returned to issuing clear credentials.

*Additional Special Education Specialty Area*

There is a serious issue of service delivery to students with language and communication needs who are "falling through the cracks." There are students whose academic achievement is impacted by their lack of skill development in literacy and communication areas that both their self esteem and their social interaction skills make it difficult to function in a school setting. At the special education forums conducted by the Commission, special education program directors reported that many of the students diagnosed as needed special learning disability services were communication or literacy based therefore impeding the students' access to the core curriculum.

In response to the repeated calls for a special education teaching authorization that focuses on communication, language, and literacy from numerous stakeholders at meetings held around the state, the Commission's Special Education Work Group and Design Team recommended the addition of an authorization that focuses on those communication deficiencies that impede academic achievement. The Communication Development authorization focuses on literacy, communication, language development and pragmatic skills. The curriculum focuses on school based issues and the knowledge and skills necessary for success in an academic setting and in the core curriculum. Teachers with this authorization may provide instructional services to students identified by an IEP who receive services to support communication and social interaction skill development. They may also reinforce student's communication and language development as a co-teacher in an academic setting.

Like all other Education Specialist Teaching Credentials, the Communication Development subject area requires the individual to complete a bachelor's degree and a full special education teacher preparation program including student teaching (approximately 30 semester units). The

program includes coursework in academic content areas, pedagogy, assessment, and methodology classes specific to the communication development subject area.

The purpose of the Education Specialist: Communication Development is to bring together skills in literacy, language and communication to serve special needs students. Like all other Education Specialist Teaching authorizations, those holding the Communication Development authorization may be the teacher of record, conduct assessments authorized by the credential, and provide resource services as well as collaboration, consultative and co-teaching services in the inclusive setting. Speech-Language Pathologists would continue to be responsible for serving students whose disabilities have a clinical or medical disposition by providing speech 'services' while the Communication Development teacher provides instructional services in an academic setting. The assessment for speech services will continue to be completed by the credentialed Speech-Language Pathologist as they are the only authorized service deliverer authorized in the speech and language impairments category. The Communication Development holder and all holders of Education Specialist Credentials would be authorized to assess their students access to the academic core curriculum and their progress towards meeting instructional academic goals for the specific grade level of the student.

*Special Education Services Credentials*
While the authority to issue special education services credentials exists in statute, the Commission is promulgating regulations to clarify the requirements and authorization for the Speech-Language Pathology, Orientation and Mobility, and Audiology Services Credentials.

**Next Steps**
The regulations will appear at a public hearing following the required 45-day response period.

# 5 California Code of Regulations
# Special Education

The special education regulations are divided into four areas:

1) Credentials aligned with federal disability categories (sections 80046.5 and 80047 through 80047.9)

2) Education Specialist Credential requirements (sections 80048.2 – 80048.4 and 80048.8 – 80048.8.1)

3) Education Specialist Credential authorizations (section 80048.6)

4) Special Education Services Credentials requirements and authorizations (sections 80048.9 through 80048.9.3)

Proposed amendments are in single underline or ~~single strikeout~~, proposed additions are in single underline, and proposed deletions are in ~~single strike through~~.

## ***Credentials Aligned With Federal Disability Categories***

| Proposed Changes | Rationale |
|---|---|
| **§80046.5. Credential and Added Authorization Holders Authorized To Serve ~~Children~~ Students With Disabilities.** Credential and added authorization holders who are authorized to serve ~~children~~ students through age 22 with disabilities must possess a credential or added authorization that authorizes teaching the primary disability of the ~~pupils~~ students within the special education ~~class~~ setting as determined by the program placement recommendation contained within the Individualized Education Program, Individualized Family Service Program, and/or Individualized Transition Plan.<br><br>NOTE: Authority cited: Sections 22, 44225 and 56342, Education Code. Reference: Sections 44265, 44265.5, 44343, 44349, 56031, 56026, 56032, ~~and~~ 56340-56347, and 56361.2, Education Code; and 20 USC 1401(a)(~~1~~3)and (~~15~~30). | Clarifies that the credentials and added authorizations allow services to students through age 22<br><br>Instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom<br><br>Assessments for early childhood and adults are added as special education credentials and authorizations allow services for birth through age 22 in the appropriate specialty area(s) |

| Proposed Changes | Rationale |
|---|---|
| **§80047. ~~Authorization~~ Credentials ~~for Special Class~~ to Provide Instructional Services to Students With Primary Disabilities: Specific Learning Disability or Mental Retardation (Mild/Moderate).**<br><br>Holders of the listed credentials are authorized to teach ~~children~~ students with mild or moderate-disabilities ~~in a special day class~~ in which the primary disability is "specific learning disability" as defined in subsection 300.~~7~~8(b)(10) of Title 34 Code of Federal Regulations, Subpart A or "mental retardation" as defined in subsection 300.~~7~~8(~~b~~c)(~~5~~6) of Title 34 Code of Federal Regulations, Subpart A.<br><br>(a) Education Specialist Instruction Credential: Mild/Moderate Disabilities<br><br>(b) Education Specialist Instruction Credential: Communication Development<br><br>(c) Special Education Specialist Instruction Credential for the Learning Handicapped<br><br>~~(c)~~ (d) Standard Teaching Credential with the Minor--Mentally Retarded<br><br>~~(d)~~ (e) Restricted Special Education Credential--Educable Mentally Retarded<br><br>~~(e)~~ (f) Limited Specialized Preparation Credential--Mentally Retarded<br><br>~~(f)~~ (g)Special Secondary Credential--Mentally Retarded<br><br>~~(g)~~ (h) Exceptional Children Credential--Mentally Retarded<br><br>NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.~~7~~8 (~~b~~c)(~~5~~6) and (10); and 20 USC 1401(a)(~~1~~3)and (~~15~~30). | **Title and opening** Only credentials are included in the list<br><br>Update of Title 34 sections<br><br>Instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom<br><br>**(b)** Proposed new specialty area that authorizes providing instructional services to students in this category<br><br>**(c) through (h)** relettered to include change in subsection (b) |

| Proposed Changes | Rationale |
|---|---|
| **§80047.1. ~~Authorization~~ Credentials ~~for Special Class~~ to Provide Instructional Services to Students With Primary Disability: Mental Retardation (Moderate/Severe).** | **Title and opening** Only credentials are included in the list |
| Holders of the listed credentials are authorized to teach ~~children~~ students with moderate or severe disabilities ~~in a special day class~~ in which the primary disability is "mental retardation" as defined in subsection 300.~~7~~8(~~b~~c)(~~5~~4) of Title 34 Code of Federal Regulations, Subpart A. | Instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom |
| (a) Education Specialist Instruction Credential: Moderate/Severe Disabilities | Update of Title 34 sections |
| (b) Special Education Specialist ~~Instructor~~ Instruction Credential for the Severely Handicapped | **(b)** typographical error is corrected for appropriate name of credential |
| (c) Standard Teaching Credential with the Minor--Mentally Retarded | |
| (d) Restricted Special Education Credential--Trainable Mentally Retarded | |
| (e) Limited Specialized Preparation Credential--Mentally Retarded | |
| (f) Special Secondary Credential--Mentally Retarded | |
| (g) Exceptional Children Credential--Mentally Retarded | |
| NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.~~7~~8(~~b~~c)(~~5~~4); and 20 USC 1401(a)(~~1~~3)and (~~15~~30). | |

| Proposed Changes | Rationale |
|---|---|
| **§80047.2. ~~Authorization~~ Credentials ~~for Special Class~~ to Provide Instructional Services to Students With Primary Disability: ~~Serious~~ Emotional Disturbance.** | **Title and (a)** Only credentials are included in the list |
| (a) Holders of the listed credentials are authorized to teach ~~children~~ students with disabilities ~~in a special day class~~ in which the primary disability is "~~serious~~ emotional disturbance" as defined in subsection 300.~~7~~8(~~b~~c)(~~9~~4) of Title 34 Code of Federal Regulations, Subpart A. | Instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom |
| (1) Education Specialist Instruction Credential: Mild/Moderate Disabilities | Federal disability category dropped the term 'serious' |
| (2) Education Specialist Instruction Credential: Moderate/Severe Disabilities | Update of Title 34 sections |
| (3) ~~The~~ Special Education Specialist Instruction Credential for the Severely Handicapped | **(a)(3)** Word 'the' removed to align with rest of the list of credentials |
| (4) The special education credentials, other than the credentials in (1), (2), and (3) above, listed in Sections 80047 and 80047.1, provided the following conditions have been met: | **(a)(4)(A) and (B) and (b)** Federal disability category dropped the term 'serious' |
| (A) The holder of the special education credential has taught full-time for at least one year prior to September 1, 1991 in a special day class in which the primary disability was ~~serious~~ emotional disturbance, and | |
| (B) Has received a favorable evaluation or recommendation to teach a special day class with the primary disability of ~~serious~~ emotional disturbance by the local employing agency. | |
| (b) The holder of one of the special education credentials listed in Sections 80047 and 80047.1 who does not meet the requirements of (a) above shall be authorized to teach in a special day class in which the primary disability is ~~serious~~ emotional disturbance provided the following requirement is met: Completion of a Commission approved program for ~~children~~ students identified with ~~serious~~ emotional disturbance. | **(c)** This is an assignment option that has been available since 1988 which was established to provide sufficient time for the Commission to develop programs in the disability area of emotional disturbance |
| (c) An individual who has been assigned on the basis of (a)(4) or (b) prior to July 1, 2010, shall be authorized to continue in such assignment. Effective July 1, 2010, individuals shall not qualify under the provisions of (a)(4) or (b). | There are a sufficient number of programs available to allow the Commission to propose a sunset date for the assignment option |
| NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.~~7~~8(~~b~~c)(~~9~~4) and 20 USC 1401(a)(~~1~~3)and (~~15~~30). | |

| Proposed Changes | Rationale |
|---|---|
| **§80047.3. ~~Authorization~~ Credentials ~~for Special Class~~ to Provide Instructional Services to Students With Primary Disability: Multiple Disabilities.**<br>Holders of the listed credentials are authorized to teach ~~children~~ students with disabilities ~~in a special day class~~ in which the primary disability is "multiple disabilities" as defined in subsection 300.~~7~~8(~~b~~c)(~~6~~7) of Title 34 Code of Federal Regulations, Subpart A.<br>(a) Education Specialist Instruction Credential: Moderate/Severe Disabilities<br>(b) Education Specialist Instruction Credential: Physical and Health Impairments<br>(c) Special Education Specialist Instruction Credential for the Severely Handicapped<br>(d) Standard Teaching Credential with the Minor--Mentally Retarded<br>(e) Restricted Special Education Credential--Trainable Mentally Retarded<br>(f) Limited Specialized Preparation Credential--Mentally Retarded<br>(g) Special Secondary Credential--Mentally Retarded<br>(h) Exceptional Children Credential--Mentally Retarded<br>(i) Special Education Specialist Instruction Credential for the Physically Handicapped<br>(j) Standard Teaching Credential with the Minor--Orthopedically Handicapped, including Cerebral Palsied<br>(k) Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied<br>(l) Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied<br>(m) Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied<br>NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.~~7~~8(~~b~~c)(~~6~~7); and 20 USC 1401(a)(~~1~~3)and (~~15~~30).. | **Title and opening** Only credentials are included in the list<br><br>Instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom<br><br>Update of Title 34 sections |

| Proposed Changes | Rationale |
|---|---|
| **§80047.4. ~~Authorization~~ Credentials ~~for Special Class~~ to Provide Instructional Services to Students With Primary Disability: Autism.**<br>(a) Holders of the listed credentials are authorized to teach ~~children~~ students with disabilities ~~in a special day class~~ in which the primary disability is "autism" as defined in subsection 300.~~7~~8(~~b~~c)(1) (autistic) of Title 34 Code of Federal Regulations, Subpart A.<br><br>(1) Education Specialist Instruction Credential: Moderate/Severe Disabilities<br><br>(2) Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, with Special Class Authorization<br><br>(3) Speech-Language Pathology Services Credential in Language, Speech and Hearing with Special Class Authorization<br><br>(4) ~~The~~ Special Education Specialist Instruction Credential for the Severely Handicapped<br><br>~~(4)~~ (5) ~~The~~ Special Education Specialist Credential for the Communication Handicapped provided the following conditions have been met:<br><br>(A) The holder has taught full-time for at least one year prior to September 1, 1991 in a special day class in which the primary disability was autism, and has received a favorable evaluation or recommendation to teach a special day class with the primary disability of autism by the local employing agency.<br><br>(B) An individual who has been assigned on the basis of (a)(5)(A) prior to July 1, 2010, shall be authorized to continue in such assignment. Effective July 1, 2010, no new individuals shall qualify under the provisions of (a)(5)(A).<br><br>NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.3, 44268, and 44343, Education Code; 34 C.F.R. Part 300.~~7~~8 (~~b~~c)(1); and 20 USC 1401(a)(~~1~~3)and (~~15~~30). | **Title and (a)** Only credentials are included in the list<br><br>Instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom<br><br>Update of Title 34 sections<br><br>**(a)(2) and (3)** EC §44265.3 was added in 2007 which changed the name of the credential<br><br>Holders of Clinical or Rehabilitative Services credentials may continue to renew their credentials<br><br>**(a)(4) and (5)** Word 'the' removed to align with rest of the list of credentials and sections renumbered<br><br>**(a)(5)(B)** This is an assignment option that has been available since 1988 which was established to provide sufficient time for the Commission to develop programs in the disability area of autism<br><br>There are a sufficient number of programs available and also a proposed autism spectrum disorders added authorization to allow the Commission to propose a sunset date for the assignment option |

| Proposed Changes | Rationale |
|---|---|
| **§80047.5. ~~Authorization~~ Credentials ~~for Special Class~~ to Provide Instructional Services to Students With Primary Disability: Speech ~~and~~ or Language Impairment.** | **Title and opening** Only credentials are included in the list |
| Holders of the listed credentials are authorized to teach ~~children~~ students with disabilities ~~in a special day class~~ in which the primary disability is "speech ~~and~~ or language impairment" as defined in subsection 300.~~7~~8(~~b~~c)(11) of Title 34 Code of Federal Regulations, Subpart A. | Instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom |
| (a) Special Education Specialist Instruction Credential for the Communication Handicapped | Updates Federal disability category |
| (b) Clinical or Rehabilitative Services Credential in Language, Speech and Hearing with the Special Class Authorization | Update of Title 34 sections |
| (c) Speech-Language Pathology Services Credential in Language, Speech and Hearing with Special Class Authorization | **(c)** EC §44265.3 was added in 2007 which changed the name of the credential |
| (d) Standard Teaching Credential with the Minor—Speech and Hearing Handicapped | Holders of Clinical or Rehabilitative Services credentials may continue to renew their credentials |
| ~~(d)~~ (e) Restricted Special Education Credential--Speech and Hearing Therapy | |
| ~~(e)~~ (f) Limited Specialized Preparation Credential--Speech and Hearing Handicapped | **(e) through (h)** relettered |
| ~~(f)~~ (g) Special Secondary Credential--Correction of Speech Defects | |
| ~~(g)~~ (h) Exceptional Children Credential--Speech Correction and Lip Reading | |
| NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5, 44268 and 44343, Education Code; 34 C.F.R. Part 300.~~7~~8 (~~b~~c)(11); and 20 USC 1401(a)(~~1~~3)and (~~15~~30). | |

| Proposed Changes | Rationale |
|---|---|
| **§80047.6. ~~Authorization~~ Credentials ~~for Special Class~~ to Provide Instructional Services to Students With Primary Disability: Deafness or Hearing Impairment.** | **Title and opening** Only credentials are included in the list |
| Holders of the listed credentials are authorized to teach ~~children~~ students with disabilities ~~in a special day class~~ in which the primary disability is "deafness" or "hearing impairment", as defined in subsections 300.~~7~~8(b)(3) and 300.~~7~~8 (~~b~~c)(~~4~~5) of Title 34 Code of Federal Regulations, Subpart A. | Instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom |
| (a) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing | Update of Title 34 sections |
| (b) Special Education Specialist Instruction Credential for the Communication Handicapped | **(b)** Appropriate name of credential has been listed |
| (c) Standard Teaching Credential with the Minor--Deaf and Severely Hard-of-Hearing | |
| (d) Restricted Special Education Credential--Deaf and Severely Hard-of-Hearing | |
| (e) Limited Specialized Preparation Credential--Deaf and Severely Hard-of-Hearing | |
| (f) Special Secondary Credential--Deaf | |
| (g) Special Secondary Credential--Lip Reading | |
| (h) Exceptional Children Credential--Deaf or Hard-of-Hearing | |
| NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5(~~b~~c) and 44343, Education Code; 34 C.F.R. Part 300.~~7~~8(b)(3) and 300.~~7~~8 (b)(~~4~~5); and 20 USC 1401(a)(1) and (15). | |

| Proposed Changes | Rationale |
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| **§80047.7. ~~Authorization~~ Credentials ~~for Special Class~~ to Provide Instructional Services to Students With Primary Disability: Deaf-Blindness.**<br><br>Holders of the listed credentials are authorized to teach ~~children~~ students with disabilities ~~in a special day class~~ in which the primary disability is "deaf-blindness" as defined in subsection 300.~~7~~8 (~~b~~c)(2) of Title 34 Code of Federal Regulations, Subpart A.<br><br>(a) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing<br><br>(b) Education Specialist Instruction Credential: Visual Impairments<br><br>(c) Education Specialist Instruction Credential: Moderate/Severe Disabilities<br><br>(d) Special Education Specialist Instruction Credential for the Communication Handicapped<br><br>(e) Special Education Specialist Instruction Credential for the Visually Handicapped<br><br>(f) Special Education Specialist Instruction Credential for the Severely Handicapped<br><br>(g) Restricted Special Education--Deaf-Blind, and Severely Hard-of-Hearing<br><br>NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5(a)(b), 44343, Education Code; 34 C.F.R. Part 300.~~7~~8 (~~b~~c)(2); and 20 USC 1401(a)(~~1~~3)and (~~15~~30). | **Title and opening** Only credentials are included in the list<br><br>Instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom<br><br>Update of Title 34 sections |

| Proposed Changes | Rationale |
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| **§80047.8. ~~Authorization~~ Credentials ~~for Special Class~~ to Provide Instructional Services to Students With Primary Disability: Visual Impairment including Blindness.**<br><br>Holders of the listed credentials are authorized to teach ~~children~~ students with disabilities ~~in a special day class~~ in which the primary disability is "visual impairment including blindness" as defined in subsection 300.~~7~~8 (~~b~~c)(13) of Title 34 Code of Federal Regulations, Subpart A.<br>(a) Education Specialist Instruction Credential: Visual Impairments<br><br>(b) Special Education Specialist Instruction Credential for the Visually Handicapped<br><br>(c) Special Education Specialist Instruction Credential for the Physically Handicapped that was issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus was the Visually Handicapped<br><br>(d) Standard Teaching Credential With the Minor--Visually Handicapped<br><br>(e) Restricted Special Education Credential--Visually Handicapped<br><br>(f) Limited Specialized Preparation Credential--Visually Handicapped<br><br>(g) Special Secondary Credential--Partially Sighted Child<br><br>(h) Special Secondary Credential--Blind<br><br>(i) Exceptional Children Credential--Visually Handicapped<br><br>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5(a) and 44343, Education Code; 34 C.F.R. Part 300.~~7~~8 (~~b~~c)(13); and 20 USC 1401(a)(~~1~~3)and (~~15~~30). | **Title and opening** Only credentials are included in the list<br><br>Instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom<br><br>Update of Title 34 sections |

| Proposed Changes | Rationale |
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| **§80047.9. ~~Authorization~~ Credentials ~~for Special Class~~ to Provide Instructional Services to Students With Primary Disability: Orthopedic Impairment, Other Health Impairment, or Traumatic Brain Injury.**<br>(a) Holders of the listed credentials are authorized to teach ~~children~~ students with disabilities ~~in a special day class~~ in which the primary disability is "orthopedic impairment", as defined in subsection 300.~~7~~8 (~~b~~c)((~~7~~8),) of Title 34 Code of Federal Regulations, Subpart A, or "other health impairment" as defined in subsection 300.~~7~~8 (~~b~~c)(~~8~~9) of Title 34 Code of Federal Regulations, Subpart A, or "traumatic brain injury" as defined in subsection 300.~~7~~8 (~~b~~c)(12) of Title 34 Code of Federal Regulations, Subpart A.<br>(1) Education Specialist Instruction Credential: Physical and Health Impairments<br>(2) Special Education Specialist Instruction Credential for the Physically Handicapped<br>(3) Standard Teaching Credential with the Minor-Orthopedically Handicapped, including the Cerebral Palsied<br>(4) Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied<br>(5) Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied<br>(6) Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied<br><br>(b) Holders of the listed credential are authorized to teach ~~children~~ students with disabilities ~~in a special day class~~ in which the primary disability is "other health impairment" as defined in Title 34 Code of Federal Regulations.<br>(1) Education Specialist Instruction Credential: Mild/Moderate Disabilities<br><br>NOTE: Authority Cited: Sections 44225 and 56339, Education Code. Reference: Sections 44265, 44265.5(c) and 44343, Education Code; 34 C.F.R. Part 300.~~7~~8 (~~b~~c)(~~7~~8), (~~8~~9)) and (12); and 20 USC 1401(a)(~~1~~3)and (~~15~~30). | **Title, (a) and (b)** Only credentials are included in the list<br><br>Instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom<br><br>Update of Title 34 sections |

## ***Education Specialist Credential Requirements***

| Proposed Changes | Rationale |
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| ~~**§80048.2. Specific Requirements for the Preliminary and Professional Clear Specialist Instruction Credential in Special Education.**~~<br>~~(a) The minimum requirements for the preliminary Specialist Instruction Credential in Special Education shall include all of the following:~~<br>~~(1) A baccalaureate or higher degree from a regionally accredited institution of higher education;~~<br>~~(2) The completion of a professional preparation program in a special education specialist category comparable to a Commission-approved program, including successful completion of student teaching or supervised field study, but taken outside of California and approved by the appropriate agency in the state where the coursework was completed;~~<br>~~(3) Passage of the California Basic Education Skills Test described in Education Code section 44252; and~~<br>~~(4) Written acknowledgment from the applicant and the employing district that the applicant is responsible for completing the requirements for the Multiple or Single Subject Teaching Credential, including the student teaching requirement, during the five-year term of the preliminary credential.~~<br>~~(b) The minimum requirements for the professional clear Specialist Instruction Credential in Special Education shall include all of the following:~~<br>~~(1) A baccalaureate or higher degree from a regionally accredited institution of higher education;~~<br>~~(2) The completion of a Commission-approved professional preparation program in one or more special education categories or completion of a professional preparation program in one or more special education categories comparable to a Commission-approved program, including successful completion of student teaching or supervised field study, but taken outside of California and approved by the appropriate agency in the state where the coursework was completed; and~~<br>~~(3) Possession of a California Multiple or Single Subject Teaching Credential or an equivalent California Teaching Credential issued under prior statutes and regulations.~~<br>~~(c) (1) The period of validity of the preliminary Specialist Instruction Credential in Special Education is five years. The preliminary credential may not be renewed.~~<br>~~(2) Preliminary Specialist Instruction Credentials in Special Education shall not be initially issued after June 30, 1998.~~<br>~~(d)(1) The period of validity of the professional clear Specialist Instruction Credential in Special Education is dependent upon the period of validity of the prerequisite teaching credential, or five years, if the~~ | The Commission may no longer initially issues a preliminary, professional clear, or clear Specialist Instruction Credential in Special Education according to the sunset dates in (c)(2) |

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| ~~prerequisite teaching credential is valid for life.~~<br><br>~~(2) The professional clear Specialist Instruction Credential in Special Education will not be issued initially after June 30, 2001 for applicants who completed a professional preparation program in California.~~<br>~~(3) The professional clear Specialist Instruction Credential in Special Education will not be issued initially after June 30, 2003 for applicants who hold a preliminary Specialist Instruction Credential~~.<br>~~(e) Authorization: The preliminary or professional clear Specialist Instruction Credential in Special Education authorizes the holder to teach in the special education specialist category named on the credential and as specified in sections 80046.5 and 80047 through 80047.9.~~<br>~~(f) Holders of a valid preliminary Specialist Instruction Credential in Special Education may choose to pursue completion of the requirements for the five-year preliminary level I Education Specialist Instruction Credential in lieu of completing the requirements for the professional clear Specialist Instruction Credential as described in (b) above. Applicants may apply directly to the Commission for the preliminary level I Education Specialist Instruction Credential under this section. To be eligible for the preliminary level I credential, the holder must complete the following:~~<br>~~(1) subject-matter competence requirement either by examination as specified in Education Code Sections 44280 and 44281 and described in Title 5 Section 80071, or by completion of a subject-matter program as provided for in Education Code Section 44310 and described in Title 5 Sections 80085-80088 and 80094;~~<br>~~(2) a minimum of three semester units of coursework in non-special education pedagogy relating to teaching basic academic skills and content areas that are commonly taught in the public school curriculum;~~<br>~~(3) a minimum of one semester unit of supervised field experience in regular education verified by transcript or a minimum of 45 clock hours with non-special education students verified by the employing agency;~~<br>~~(4) a minimum of three semester units of coursework covering the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4);~~<br>~~(5) knowledge of the Constitution of the United States, as specified in Education Code Section 44335, by one of the means described in Section 80415 of this article; and~~<br>~~(6) verification of employment in a position requiring the Education Specialist Instruction Credential, as outlined in 80048.3 (a)(8) and (b)(9) and verified by the employing agency.~~<br><br>~~NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44252, 44265, 44280, 44281, 44310, 44259(b)(4) and 44335, Education Code.~~ | |

| Proposed Changes | Rationale |
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| **§80048.3. Specific Requirements for the Preliminary Level I Education Specialist Instruction Credential**<br>(a) The minimum requirements for the preliminary level I Education Specialist Instruction Credential for applicants who complete a professional preparation program in California shall include (1) through (~~8~~7): | The Commission is transitioning from the current Education Specialist Credential to an Education Specialist credential with new requirements |
| (1) a baccalaureate or higher degree from a regionally accredited institution of higher education; | Candidates will have time to complete the current programs according to sunset dates in regulation |
| (2) the completion of a ~~professional preparation program accredited by the Committee on Accreditation in the requested education specialist category, including successful completion of supervised field study~~ Commission-approved Education Specialist program of professional preparation, as appropriate to the specialty area(s) sought; | **(a)(2)** Language has been revised to more clearly describe the professional preparation that must be met |
| (3) Meet the basic skills requirement as ~~passage of the California Basic Education Skills Test (CBEST)~~ described in Education Code Section 44252, unless exempt by statute or regulation; | **(a)(3)** Update of the basic skills requirement to align with recent changes in statute |
| (4) Verification of subject-matter knowledge either by: | |
| (A) passage of examination(s) as provided ~~examination as specified~~ in Education Code Sections 44280 and , 44281, and 44282 ~~and described in Title 5 Section 80071,~~ or by completion of a subject-matter program as provided for in Education Code Section 44310 ~~and described in Title 5 Sections 80085-80088 and 80094~~; as appropriate for the multiple subject or single subject teaching credential; or | **(a)(4)(A)** Update of the subject-matter knowledge definition to align with changes in statute and regulation |
| (B) candidates for the specialist category of Early Childhood Special Education or holders of a California clear, professional clear, or life teaching credential requiring a baccalaureate or higher degree and a program of professional preparation, including student teaching, are exempt from this subject matter competence requirement; | |
| (5) demonstration of the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4) and passage of the reading instruction | **(a)(5)** Updates reading requirement to align with changes in statute |

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| competence assessment as provided in Education Code Section 44283; | |
| (6) knowledge of the Constitution of the United States, as specified in Education Code Section 44335, ~~by one of the means described in Section 80415 of this article~~; and | **(a)(6)** Deleted reference to regulations as it is not necessary |
| (7) ~~The recommendation from a regionally accredited institution of higher education that has a program~~ Verification of completion from a Commission-approved program sponsor accredited by the Committee on Accreditation in the preliminary credential specialty area(s) sought, as ~~specific~~ provided in Education Code Section ~~44227~~ 44373(c); and | **(a)(7)** Clarify how approved programs, other than institutions of higher education, may verify completion of the approved programs |
| ~~(8) verification of an offer of employment. The employment requirement may be met in one of the following ways:~~<br>~~(A) Employment in a position requiring the Education Specialist Instruction Credential in a public school or private school of equivalent status; or~~<br>~~(B) Employment in a position not requiring the Education Specialist Instruction Credential but where duties include providing direct instruction to special education students. The applicant must verify all of the following:~~<br>~~1. Possession of a non-special education credential that authorizes employment in the position;~~<br>~~2. The duties of the position are equivalent in nature to special education duties. A letter from the employing school district, county office or special education local planning area must verify the assignment, including a description of the duties and explanation as to why the position does not require an Education Specialist Instruction Credential;~~<br>~~3. The Coordinator or Director of the Education Specialist credential program at the college or university in which the applicant is enrolled must verify that experience is appropriate for the requested education specialist category of the preliminary Education Specialist Instruction Credential; and~~<br>~~4. The Commission staff confirms that the teaching position would be considered equivalent to a special education position, including a position such as teacher in a regular classroom where special education students are included, but not including positions such as curriculum consultant or administrator.~~ | **(a)(8)** There is a statewide shortage of special education teachers which reduces the need for the Certificate of Eligibility |
| ~~(9)~~(8) An individual who has completed requirements (1) through (7) above but ~~does not have an offer of employment~~ is not currently employed as a teacher may apply for a Certificate of Eligibility which verifies | The proposed change makes the Certificate of Eligibility an option for the California-prepared teacher to request instead of it being |

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| completion of all requirements for the preliminary level I credential and authorizes the holder to seek employment.<br><br>(b) Period of Validity.<br>(1) A preliminary level I Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsection~~s~~ (a) is valid for five years.<br><br>(c) The last date that a program sponsor may admit a candidate to the preliminary Level I approved program is December 31, 2010 and the program shall be completed by January 31, 2013.<br><br>Note: Authority cited: Sections 44225 ~~and 44275.3~~, Education Code. Reference: Sections 44225, 44227(a), 44251, 44252, 44265, 44275.3, 44280, 44281, 44283, 44310, 44259(b)(4), ~~and~~ 44335, and 44373(c), Education Code. | automatically issued if the teacher is not employed<br><br>**(b)(1)** Valid period of document as found in EC §44251 is added<br><br>**(c)** Transition dates for approved programs to move from current to new programs is described<br><br>The current Level I will be phased out in the next few years and individuals seeking their initial special education will need to apply under the new preliminary and clear structure |

| Proposed Changes | Rationale |
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| **§80048.4. Specific Requirements for the ~~Professional~~ Clear Level II Education Specialist Instruction Credential.**<br>(a) The minimum requirements for the ~~professional~~ clear level II Education Specialist Instruction Credential include all of the following:<br><br>(1) possession of a preliminary level I Education Specialist Instruction Credential;<br><br>(2) completion of the study of health education, as ~~specified~~ described in Education Code Section 44259(c)~~(1)~~ (4)(B)~~, by one of the means described in Section 80421 of this article~~;<br><br>(3) completion of the study of computer based technology, including the uses of technology in educational settings, as ~~specified~~ described in Education Code Section 44259(c)~~(3)~~(4)(C); ~~and~~<br><br>(4) completion of a course of study that requires each candidate to demonstrate advanced level knowledge and skills that are different than the requirements for the approved preliminary level I Education Specialist | **Title and (a)** As a result of the passage of SB 1209 (Chap. 517, Stats. 2006) and the deletion of Education Code sections 44270.1 and 44277, professional growth is no longer a requirement to earn a 'professional' clear credential and the Commission has returned to issuing clear credentials<br><br>**(a)(2)** Update of the health education requirement as described in statute and regulations cited is outdated<br><br>**(a)(3)** Update of the computer education requirement as described in statute |

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| Instruction Credential. The course of study shall include an individualized preparation program plan collaboratively developed by the candidate, the preparing institution and designee(s) of the employing school district, county office, or special education local planning area.<br><br>(A) A minimum of 3/4 of each candidate's program plan shall consist of coursework approved by the recommending institution of higher education, with the specific content, including planned field experiences, to be identified within the candidate's individualized preparation program plan.<br><br>(B) The remaining 1/4 of the unit credit for each candidate's individualized preparation program plan may consist of electives related to the areas of special education or general education selected from one or more of the following:<br><br>1. Coursework provided by the preparing institution of higher education accredited by the Committee on Accreditation.<br><br>2. Field experience elements within the accredited program which are in addition to academic credit given.<br><br>3. Alternative training that provides knowledge and related skills presented by agencies approved jointly by the candidate's employing agency and the institution of higher education accredited for this program.<br><br>(5) ~~The recommendation from a regionally accredited institution of higher education that has a professional preparation program~~ Verification of completion from a Commission-approved program sponsor accredited by the Committee on Accreditation in the ~~professional~~ clear Level II credential specialty area(s) sought, as ~~specific~~ provided in Education Code Section ~~44227~~ 44373(c);and<br><br>(6) A minimum of two years of successful experience in a full-time position in a public school or private school of equivalent status, while holding the preliminary level I Education Specialist Instruction Credential, as outlined in ~~80048.3 (a)(8) and (b)(9)~~ subsection (A) below and verified by the employing agency. | **(a)(5)** As a result of the passage of SB 1209 (Chap. 517, Stats. 2006) and the deletion of Education Code sections 44270.1 and 44277, professional growth is no longer a requirement to earn a 'professional' clear credential and the Commission has returned to issuing clear credentials<br><br>Program sponsors must have an approved program specifically for the clear Level II program<br><br>**(a)(6)** Subsection 80048.3 (a)(8) and (9) are proposed to be deleted and a new definition for full time experience has been added |

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| (A) Full-Time Teaching Experience: This is defined as teaching a minimum of 4 hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time or combination of teaching with other school employment will be accepted. All experience must be gained in public schools in California. This experience must be verified on the official letterhead of the district or districts by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed.<br><br>(b) The individualized preparation program plan shall be filed with the preparing institution and may be revised as needed upon agreement by the candidate, the preparing institution, and the employing school district, county office, or special education local planning area.<br><br>(c) The last date that a program sponsor may admit a candidate to the preliminary Level II approved program is December 31, 2014 and the program shall be completed by January 31, 2019.<br><br>(d) Period of Validity.<br><br>(1) A ~~professional~~ clear level II Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsection~~s~~ (a) is valid for five years.<br><br>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44227, 44251, 44259, ~~and~~ 44265 and 44373, Education Code. | **(c)** The last date to finish the preliminary Level I program is 12/31/2013 and a cut off date is being established to be admitted to the Level II program<br><br>Since the Level I document is issued for five years, individuals have five years to earn the clear credential under the Level II provision<br><br>**(d)(1)** As a result of the passage of SB 1209 (Chap. 517, Stats. 2006) and the deletion of Education Code sections 44270.1 and 44277, professional growth is no longer a requirement to earn a 'professional' clear credential and the Commission has returned to issuing clear credentials |

| Proposed Changes | Rationale |
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| **§80048.8. Specific Requirements for the Preliminary Education Specialist Instruction Credential.** | |
| (a) The minimum requirements for the five-year preliminary Education Specialist Instruction Credential includes (1) through (11): | |
| (1) A baccalaureate or higher degree from a regionally accredited institution of higher education; | **(a)(1)** Bachelor's degree as found in EC §44265 |
| (2) The completion of a Commission-approved preliminary Education Specialist program of professional preparation, as appropriate to the specialty area(s) sought; | **(a)(2)** Program of study as found in EC §44265 |
| (3) Meet the basic skills requirement as described in Education Code §44252, unless exempt by statute or regulation; | **(a)(3)** Update of the basic skills requirement |
| (4) Subject-matter knowledge by one of the following: | |
| (A) passage of examination(s) as provided Education Code Sections 44280, 44281, and 44282 as appropriate for the multiple subject credential, or for the single subject credential in the areas of art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science; | **(a)(4)(A) and (B)** Subject-matter requirement as found in EC section noted that aligns with federal No Child Left Behind core academic subject areas |
| (B) by completion of a subject matter program as provided in Education Code Section 44310 for the single subject credential in the areas of art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science; | |
| (C) holders of a California clear, professional clear, or life teaching credential requiring a baccalaureate or higher degree and a program of professional preparation, including student teaching, are exempt from the subject matter knowledge requirement; or | **(a)(4)(C)** Other credential holders are exempt because they have already verified subject-matter competence under the general education credential structure |
| (D) candidates for the specialist credential in Early Childhood Special Education are exempt from the subject matter knowledge requirement; | **(a)(4)(D)** Candidates for the Early Childhood Special Education are not required to complete subject-matter competence as the credential authorization is for birth to pre-kindergarten |
| (5) demonstration of the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4) and passage of the reading instruction competence assessment as provided in Education Code Section 44283; | **(a)(5)** Reading course and exam as required in EC sections noted |
| (6) knowledge of the Constitution of the United States, as | |

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| specified in Education Code Section 44335;<br><br>(7) completion of the study of health education, as described in Education Code Section 44259(c)(4)(A);<br><br>(8) completion of the study of computer based technology, including the uses of technology in educational settings, as described in Education Code Section 44259(c)(4)(C);<br><br>(9) completion of the study of English learners as described in Education Code Section 44259.5(c);<br><br>(10) The preliminary Education Specialist preparation program must develop a Transition Plan for each candidate prior to the completion of the preliminary program that will assist the developers of the Individualized Induction Plan (IIP); and<br><br>(11) Verification of completion from a Commission-approved program sponsor accredited by the Committee on Accreditation in the preliminary credential sought, as provided in Education Code Section 44373(c).<br><br>(b) Period of Validity.<br>(1) A preliminary Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsection (a) is valid for five years.<br><br>Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44227(a), 44251, 44252, 44259, 44259.5, 44265, 44274, ~~and~~ 44274.2, 44280, 44281, 44283, 44310, 44335 and 44373, Education Code. | **(a)(6)** U.S. Constitution as required in EC section noted<br><br>**(a)(7)** Health education requirement as noted in EC section<br><br>**(a)(8)** Computer technology requirement as noted in EC section<br><br>**(a)(9)** Requirement for study of English learner as noted in EC section<br><br>**(a)(10)** To assist the beginning teacher, a Transition Plan is prepared by the preliminary credential program to be used to develop the IIP as found in Title 5 Section 80048.4.1(a)(2)<br><br>**(a)(11)** Recommendation as required by EC section noted<br><br>**(b)** Five year validity as found in EC §44251 |

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| **§80048.8.1. Specific Requirements for the Clear Education Specialist Instruction Credential.**<br>(a) The minimum requirements for the clear Education Specialist Instruction Credential for a candidate prepared in California include all of the following:<br><br>(1) possession of a preliminary or preliminary Level I Education Specialist Instruction Credential;<br><br>(2) Within 60 days of employment or, in the case of an individual who is not employed, prior to beginning the supported induction program, develop an Individualized Induction Plan (IIP) including supported induction and job related course of advanced preparation created by the candidate, the cooperating college or university, and the | **(a)(1)** Individuals need to hold a preliminary or preliminary Level I credential to complete the requirements for the clear credential<br><br>**(a)(2)** In the beginning years of teaching, support programs accompanied by applied and advanced preparation will greatly assist the novice teacher<br><br>The use of the IIP leads to |

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| employer or designee. Either the college or university or the employer may be the program sponsor. The IIP must meet the conditions in the subsections below;<br><br>(A) The IIP shall be approved and signed by each of the participating parties: the credential candidate, program coordinator from the Clear Credential program sponsor, and employer or designed and may be revised as needed upon agreement by same parties;<br><br>(B) A maximum of 12 semester units (or its equivalent) of coursework or professional development can be listed on the IIP or a combination of the two as determined in the IIP;<br><br>(C) A person not employed in a school setting may complete the Education Specialist Clear Credential requirements in an educational setting that is mutually acceptable to the parties signing the Individualized Induction Plan, so long as that setting allows demonstration of effective teaching and the menu of professional development options address all credentials that are being cleared; and<br><br>(D) If an individual holds more than one general or special education credential that requires the completion of an induction program for renewal, the Individualized Induction Plan (IIP) that guides the teacher's advanced preparation shall be written to clear all general and special education preliminary credentials held.<br><br>(b) Verification of completion from a Commission-approved clear credential program sponsor accredited by the Committee on Accreditation as provided in Education Code Section 44373(c).<br><br>(c) Period of Validity.<br><br>(1) A clear Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsections (a) and (b) is valid for five years.<br><br>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44251, 44259, 44265 and 44373, Education Code. | focused, effective instruction accompanied by mentored support that allows applied and specialized experiences for all teaching credentials that the teacher holds<br><br>**(a)(2)(A)** The IIP must be completed within time period to allow maximum time for teacher to complete clear credential requirements<br><br>**(a)(2)(B)** A cap on the number of units of course work and professional development allows the individual to focus on completing the IIP and earning the clear credential in the five year time period<br><br>**(a)(2)(C)** A Commission-approved induction program must assure individuals not currently teaching may meet the provisions of the IIP<br><br>**(a)(2)(D)** An individual holding more than one preliminary teaching credential, multiple subject, single subject or education specialist, needs only to complete one set of clear credential requirements<br><br>The menu of professional development options must address all credentials that are being cleared<br><br>**(b)** The recommendation is submitted by the Commission approved clear credential program<br><br>**(c)** Five year validity as found in EC §44251 |

## *Education Specialist Credential Authorizations*

| Proposed Changes | Rationale |
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| **§80048.6. Authorizations for Education Specialist Instruction Credentials and the Early Childhood Special Education ~~Certificate~~ Added Authorization.**<br>(a) The following definitions apply to authorizations for ~~All~~ Education Specialist Instruction Credentials and the Early Childhood Special Education ~~Certificate~~ Added Authorization: ~~authorize~~.<br><br>(1) ~~service~~ 'Service across the continuum of program options available': ~~pursuant~~ Pursuant to Education Code Sections 56031, 56360, and 56361~~.~~, ~~The~~ the continuum includes~~:~~ resource rooms or services; special ~~day~~ education ~~classrooms~~ settings; general education settings; special schools; home/hospital settings; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.<br><br>(2) 'Developmental delay': Student who needs special education and related services by experiencing a delay in one or more of the following: physical development, cognitive development, communication development, social or emotional development or adaptive development.<br><br>(3) "Hard-of-hearing or hearing loss includes unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy": Hearing impairment or hearing loss, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness but may include problems involving the cochlea, the sensory organ of hearing.<br><br>(b) The following authorizations refer to the disabilities defined in Title 34 Code of Federal Regulations:<br><br>(1) The Education Specialist Instruction Credential: Mild/Moderate Disabilities authorizes the holder to conduct assessments, provide ~~special education~~ instruction, and special education related services to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, | **Title and (a)** The Commission is changing terminology from Certificate to Added Authorization<br><br>**(a)(1)** The services that may be provided for Special Education Teaching Credentials and Added Authorizations span a variety of settings.<br><br>The terminology for these settings has been updated and specific statutes included for reference<br><br>**(a)(2)** Terminology used for Early Childhood Education Specialist Credential and Added Authorization as found in Title 34, Section 300.8(b)<br><br>**(a)(3)** Specifics on terminology used for the deaf and hard-of-hearing credential<br><br>**(b)** Age and grade authorizations have been expanded to include high school students who continue to need services past grade 12<br><br>Federal guidance allows services up to whatever age any state wants to continue services<br><br>In California, it is up to age 22 for those who have not completed a regular diploma. |

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| and ~~serious~~ emotional disturbance, in kindergarten, grades 1 ~~through~~ - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.<br><br>(2) The Education Specialist Instruction Credential: Moderate/Severe Disabilities authorizes the holder to conduct assessments, provide ~~special education~~ instruction, and special education related services to individuals with a primary disability of autism, moderate/severe mental retardation, deaf-blind~~ness~~, ~~serious~~ emotional disturbance, and multiple disabilities, to children and students in kindergarten, grades 1 ~~through~~ - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.<br><br>(3) The Education Specialist Instruction Credential: Deaf and Hard-of-Hearing authorizes the holder to conduct assessments, provide ~~special education~~ instruction, and special education related services to individuals with a primary or secondary disability of deaf~~ness~~ or hard-of-hearing~~,~~ or deaf-blind~~ness~~, ~~and hearing impairment,~~ and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through ~~grade 12~~ age 22, and classes organized primarily for adults in services across the continuum of program options available.<br><br>(A) Holders of Education Specialist Credentials in Deaf and Hard-of Hearing and previously issued credentials authorizing deaf and hard-of-hearing instructional services who were employed prior to January 1, 2010 to provide instructional services in American Sign Language (ASL) to general education students may continue to provide instructional services in the area of ASL. Effective January 1, 2010, no new special education credential holders may qualify using this provision.<br><br>(4) The Education Specialist Instruction Credential: Physical and Health Impairments authorizes the holder to conduct assessments, provide ~~special education~~ instruction, and special education related services to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain | Most of these students stay on at high schools<br><br>Federal disability areas were revised to align with federal regulations<br><br>**(b)(1) and (2)** Additions and deletions have been made to clarify and update the authorizations for the mild/moderate and moderate/severe credentials<br><br>**(b)(3)** When a hearing loss is primary or secondary, language development or language issues become a factor in stimulating the brain for the child's development of language/communication skills<br><br>Only deaf and hard-of-hearing has to deal with the fact that hearing loss makes an impact on the brain critical to language development<br><br>The hearing mechanism is pivotal to all areas of linguistic growth and development, social and emotional development and perception of self<br><br>**(b)(3)(A)** Holders of deaf and hard-of-hearing credentials have been allowed to provide ASL instruction to general education students because of a lack of an authorization in ASL<br><br>The Commission established an authorization in 2004 |

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| injury, to students from birth through ~~grade 12~~ age 22, and classes organized primarily for adults in services across the continuum of program options available.<br><br>(5) The Education Specialist Instruction Credential: Visual Impairments authorizes the holder to conduct assessments, provide ~~special education~~ instruction, and special education related services to individuals with a primary disability of visual impairment including blind~~ness~~ and deaf-blind~~ness~~, to students from birth through ~~grade 12~~ age 22, and classes organized primarily for adults in services across the continuum of program options available.<br><br>(6) The Education Specialist Instruction Credential: Early Childhood Special Education authorizes the holder to conduct assessments and provide instructional and special education~~al~~ services to ~~children~~ students from birth through pre-kindergarten who are eligible for early intervention special education and related services ~~under federal and state law~~, to individuals with a primary disability specific learning disabilities, mild/moderate mental retardation, traumatic brain injury, other health impairment, autism, moderate/severe mental retardation, ~~serious~~ emotional disturbance, and multiple disabilities including developmental delay and a disabling medical condition ~~except children with a primary disability of deafness, hearing impairment, deaf-blindness, visual impairment including blindness, orthopedic impairment, and traumatic brain injury~~ in services across the continuum of program options available.<br><br>(7) The Early Childhood Special Education ~~Certificate~~ Added Authorization authorizes the holder to conduct assessments and provide instructional and special education~~al~~ services to ~~children~~ students from birth through pre-kindergarten who are eligible for early intervention special education and related services ~~under federal and state law~~, to individuals with a primary disability specific learning disabilities, mild/moderate mental retardation, traumatic brain injury, other health impairment, autism, moderate/severe mental retardation, ~~serious~~ emotional disturbance, and multiple disabilities including developmental delay and a disabling medical condition. ~~except children with a primary disability of deafness, hearing impairment, deaf-blindness, visual impairment including blindness, orthopedic impairment, and traumatic brain injury~~ in services across the continuum of program | making this option no longer necessary; individual employed prior to January 1, 2010 to teach ASL may continue to serve but no new individuals may be added after this date<br><br>**(b)(4) and (5)** Additions and deletions have been made to clarify and update the authorizations for the visual impairment and physical and health impairment credentials<br><br>**(b)(6)** Additions and deletions have been made to clarify and update the authorizations for the early childhood special education credentials<br><br>Previous authorization listed services the individual could not provide; changes were made to clarify the services that may be provided<br><br>**(b)(7)** Commission is changing terminology from Certificate to Added Authorization<br><br>Additions and deletions have been made to clarify and update the authorizations for the early childhood special education authorization<br><br>Previous authorization listed services the individual could not provide; changes were made to clarify the services that may be provided<br><br>**(b)(8)** The Commission is proposing one new authorization in the area of |

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| options available.<br><br>(8) The Education Specialist Instruction Credential: Communication Development authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with academic communication and language needs in the following areas: language development, social communication, school readiness skills, literacy development, and competencies across the curriculum in listening, speaking, reading, writing, and core academic areas, to students in preschool, kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.<br><br>(9) Individuals enrolled in an education specialist teacher preparation program on or after January 1, 2010 who complete content in autism spectrum disorders are authorized to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of autism as defined in subsection 300.8(c)(1) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels within the specialty area(s) of the education specialist credential held.<br><br>(10) Individuals who complete an education specialist teacher program that includes content for teaching English learners as described in Education Code section 44259.5, are authorized to provide instruction for English language development in grades twelve and below, including preschool, and in classes organized for adults; and specially designed academic instruction in English within the subject area and grade level authorization of the Education Specialist Credential.<br><br>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44259.5, 44265, ~~and~~ 44265.5, 56031, 56360, 56361, 56365, and 56366, Education Code; 34 C.F.R. Part 300.8 (a), and (b); and 20 USC 1401(a)(3)and (30). | communication development to allow an individual to provide instructional services in content areas to students needing additional assistance in areas such as literary development, academic communication and language skills<br><br>**(b)(9)** Individuals who complete the additional content within the Education Specialist programs in the area of autism spectrum disorders will be authorized to provide autism instructional services to students within the disability area of their credential<br><br>**(b)(10)** Individuals who complete the additional English learner content within the Education Specialist programs will be authorized to provide English learner services |

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| **§80048.9. Speech-Language Pathology Services Credential in Language, Speech and Hearing.**<br>(a) The minimum requirements for the preliminary Speech-Language Pathology Services Credential include (1) through (5).<br>(1) Master's degree or higher in communication disorders or a closely related field, from a regionally accredited institution of higher education;<br>(2) Completion of one of the following:<br>(A) a specialized and professional preparation program in speech-language pathology in Language, Speech and Hearing taken in California and accredited by the Committee on Accreditation; or<br>(B) a professional preparation program in speech-language pathology services, including successful completion of a supervised field work, or the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed;<br>(3) Meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statute or regulation;<br>(4) One of the following:<br>(A) an individual who completes his or her professional preparation program in California as described in (a)(2)(A) must receive a recommendation from a California regionally accredited institution of higher education that has a preliminary Speech-Language Pathology Services program accredited by the Committee on Accreditation, as provided in Education Code section 44373(c); or<br>(B) an individual who completes his or her professional preparation program outside of California as described in (a)(2)(B), may apply directly to the Commission for the preliminary Speech-Language Pathology Services Credential; and<br>(5) An individual who has completes requirements (a)(1) and (2)(B), but has not met the basic skills requirement listed in (a)(3) may apply for a one-year nonrenewable credential through a California employing agency.<br>(b) A Preliminary Speech-Language Pathology Services Credential in Language, Speech and Hearing issued on the basis of the completion of all the requirements in subsection (a) shall be issued initially for two years. | Education Code section 44265.3 established a two-tier credential to provide speech and language services<br><br>**(a)(1)** master's degree as found in EC §44265.3 (a)(1)<br><br>**(a)(2)(A) and (B)** Program as found in EC §44265.3 (a)(1)<br><br>(**a)(3)** The basic skills requirement is in alignment with EC §44252<br><br>**(a)(4)(A)** Clarifies that California-prepared teachers must be recommended for the credential per EC §44265.3 (a)(1)<br><br>**(a)(4)(B)** Clarifies the method to apply for credential if prepared outside of California<br><br>**(a)(5)** Issuance of a one-year nonrenewable credential as found in EC §44252(b)(3) |

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| (c) The minimum requirements for the clear Speech-Language Pathology Services Credential in Language, Speech and Hearing shall include (1) through (3):<br><br>(1) passing score on the Educational Testing Services Praxis II Speech-Language Pathology Test;<br><br>(2) completion of a 36-week, full-time, mentored clinical experience or equivalent supervised practicum, and<br><br>(3) One of the following:<br><br>(A) An individual who has completed the requirements for the clear credential may apply directly to the Commission for a clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing;<br><br>(B) An individual who has completed the requirements for the clear credential may be recommended by a California regionally accredited institution of higher education that has a clear Speech-Language Pathology Services program accredited by the Committee on Accreditation for a clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing. | **b)** Validity period as found in EC §44265.3 (a)(1)<br><br>**(c)** Requirements for the clear credential as found in EC §44265.3 (a)(2) |
| (d) An individual who completes the requirements for the preliminary and clear credential may apply as listed below:<br><br>(A) for a California-prepared teacher, a recommendation for the clear credential by a Commission-approved program sponsor with a preliminary and clear Speech-Language Pathology Services program accredited by the Committee on Accreditation; or<br><br>(B) the out-of-state prepared candidate may apply directly to the Commission. | **(d)** Requirements for the clear credential for individuals that do not earn a preliminary as found in EC §44265.3 (a)(2) |
| (e) A Clear Speech-Language Pathology Services Credential in Language, Speech and Hearing issued on the basis of the completion of all the requirements in subsection (c) shall be issued initially for five years | **(e)** The clear credential is issued for five years as found in EC §44251 |
| (f) A preliminary or clear Speech-Language Pathology Services Credential in Language, Speech and Hearing authorizes the holder to conduct assessments, offer therapeutic and clinical services, provide specific learning disability area services related to speech and language, and special education related services to individuals with language and speech impairments across the special education disability areas, to students from birth through age 22 in services across the continuum of program options available.<br><br>Note: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44265.3, and 44373 Education Code. | **(f)** The authorization for the credential is listed |

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| **§80048.9.1. Clinical or Rehabilitative Services Credential: Orientation and Mobility.**<br><br>(a) The minimum requirements for the clear Clinical or Rehabilitative Orientation and Mobility Services Credential include (1) through (5).<br><br>(1) Bachelor's degree and either a master's or higher degree or at least one year of applicable graduate-level course work which may or may not have resulted in an advanced degree;<br><br>2) Completion of one of the following:<br><br>(A) a specialized and professional preparation program in Orientation and Mobility taken in California and accredited by the Committee on Accreditation; or<br><br>(B) a professional preparation program in orientation and mobility services, including successful completion of a supervised field work, or the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed;<br><br>(3) Meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statute or regulation;<br><br>(4) One of the following:<br><br>(A) an individual who completes his or her professional preparation program in California as described in (a)(2)(A) must receive a recommendation from a California regionally accredited institution of higher education that has a preliminary Orientation and Mobility Services program accredited by the Committee on Accreditation, as provided in Education Code section 44373(c); or<br><br>(B) an individual who completes his or her professional preparation program outside of California as described in (a)(2)(B), may apply directly to the Commission for the preliminary Orientation and Mobility Services Credential; and | **(a)(1) and (2)** EC §44268 provides the authority for the Commission to issue Clinical and Rehabilitative Services Credentials and to determine such specialized and professional preparation as the Commission may require<br><br>**(a)(3)** The basic skills requirement is in alignment with EC §44252<br><br>**(a)(4)(A)** Clarifies that California-prepared teachers must be recommended for the credential<br><br>**(a)(4)(B)** Clarifies the method to apply for credential if prepared outside of California<br><br>**(a)(5)** Issuance of a one-year nonrenewable as found in EC §44252(b)(3) |

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| (5) An individual who has completed requirements (a)(1) and (2)(B), but has not met the basic skills requirement listed in (a)(3) may apply for a one-year nonrenewable credential through a California employing agency.<br><br>(b) A Clear Orientation and Mobility Services Credential issued on the basis of the completion of all the requirements in subsection (a) shall be issued initially for five years.<br><br>(c) The Clinical or Rehabilitative Services Credential: Orientation and Mobility authorizes the holder to provide services to students who are blind, visually impaired, and deaf-blind individuals with age-appropriate, hands-on experiences and to allow them to learn how to navigate their natural travel settings including home, school and community, become independent travelers and assist in the development of a conceptual understanding of the environment to students from birth through age 22.<br><br>Note: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44268 and 44373, Education Code. | **(b)** The clear credential is issued for five years as found in EC §44251<br><br>**(c)** The authorization for the credential is listed |

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| **§80048.9.2. Clinical or Rehabilitative Services Credential: Audiology**<br>(a) All of the following for the clear credential: | |
| (1) Master's or higher degree;<br>2) Completion of one of the following:<br>(A) a specialized and professional preparation program in audiology taken in California and accredited by the Committee on Accreditation; or<br>(B) a professional preparation program in audiology services, including successful completion of a supervised field work or the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed; or | **a)(1) and (2)** EC §44268 provides the authority for the Commission to issue Clinical and Rehabilitative Services Credentials and to determine such specialized and professional preparation as the Commission may require |
| (C) a valid Audiology License issued by the State of California;<br>(3) Meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statute or regulation; | **(a)(3)** The basic skills requirement is in alignment with EC §44252 |
| (4) One of the following:<br>(A) an individual who completes his or her professional preparation program in California as described in (a)(2)(A) must receive a recommendation from a California regionally accredited institution of higher education that has a preliminary Audiology Services program accredited by the Committee on Accreditation, as provided in Education Code section 44373(c); or | **(a)(4)(A)** Clarifies that California-prepared teachers must be recommended for the credential |
| (B) an individual who completes his or her professional preparation program outside of California as described in (a)(2)(B) or holds the license as found in (a)(2)(C), may apply directly to the Commission for the preliminary Audiology Services Credential; and | **(a)(4)(B)** Clarifies the method to apply for credential if prepared outside of California or hold the Audiology license |
| (5) An individual who completes requirements (a)(1) and (2)(B), but has not met the basic skills requirement listed in (a)(3) may apply for a one-year nonrenewable credential through a California employing agency. | **(a)(5)** Issuance of a one-year nonrenewable as found in EC §44252(b)(3) |
| (b) A Clear Audiology Services Credential issued on the basis of | |

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| the completion of all the requirements in subsection (c) shall be issued initially for five years.<br><br>(c) The Clinical or Rehabilitative Services Credential: Audiology authorizes the holder to conduct audiologic assessments, provide instruction and management of individual and classroom amplification and assistive listening devices, central auditory processing testing, and related special education services to individuals with a primary or secondary disability of deaf or hard of hearing, deaf-blind, and a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22 in services across the continuum of program options available.<br><br>Note: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44268 and 44373, Education Code. | **(b)** The clear credential is issued for five years as found in EC §44251<br><br>**(c)** The authorization for the credential is listed |

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| **§80048.9.3. Definition of Continuum of Program Options for all Other Related Special Education Services Credentials.**<br>(a) The following definitions apply to authorizations for Services Credentials in sections 80048.9 through 80048.9.2.<br><br>(1) Service across the continuum of program options available includes: Pursuant to Education Code sections 56061, 56360, and 56361, the continuum includes general education settings; clinical settings; resource rooms or services; special education settings; special schools; home/hospital settings; correctional facilities; nonpublic, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.<br><br>Note: Authority cited: Section 44225, Education Code. Reference: Sections 44225, 56061, 56360, 56361, 56365 and 56366, Education Code. | **(a)(1)** The services that may be provided by other related special education service credential span across a variety of settings. |