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Action

Public Hearing

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

Executive Summary: Proposed amendments pertaining to Special Education Teaching and Services Credentials are presented for public hearing.

Recommended Action: Staff recommends that the Commission adopt the amendments and additions of regulations concerning Special Education Teaching and Services Credentials with the changes listed in the item.

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

August 2009

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

Introduction

The proposed amendments, deletions, and additions to 5 California Code of Regulations pertaining to Special Education Teaching and Services Credentials are presented for public hearing.

Background, Summary of Existing Laws and Regulations, and Proposed Changes

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 contained 25 recommendations for modifications and improvements for Special Education 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 Special Education 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 special education 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.

The regulations presented for public hearing (sections 80046.5, 80047 – 80047.9, 80048.2 – 80048.4, 80048.6, and 80048.8 – 80048.8.1) were last updated in 1997. New sections of regulations (80048.9 through 80048.9.3) have been added. The proposed amendments, deletions, 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 teaching authorization, 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.

Updating Teaching Authorizations to Current Needs and Practices in Schools

The teaching 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 an appropriate assignment consistent with applicable laws. The teaching authorizations are also used by the team that creates a student's Individualized Educational Program (IEP) to determine which special education provider can provide the most appropriate teaching or service placement in the Least Restrictive Environment (LRE) for the student. 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. By adding ASD to all special education credential teaching 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 ten years since the last revision of the regulations. There are fewer special day classes where direct specialized services are provided. Learning Center models that provide intensive instructional services for students, whose LRE is the general education classroom setting is a much more common service delivery model as is providing 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. 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 (SBE) 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 NCLB requirements of the SBE and federal regulations for general education multiple and single subject teachers. 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 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 Teaching Credential 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 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 earn a clear Education Specialist Teaching Credential include a program that combines advanced coursework and supported induction that is 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 for the clear teaching credential is that teachers who are supported remain in teaching significantly longer than those who are not. With 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 modes they are expected to master. The use of the IIP will lead to focused, effective instruction accompanied by mentored support that allows applied and specialized experiences for all the teaching credentials that the teacher holds. 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 the 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 needing 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 needing instructional 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. The Communication Development authorization gives the IEP team another focused delivery option by teachers who have specialty preparation in reading, English learners, specific education specialist teaching pedagogy and preparation in how to provide access to the core curriculum.

Like all other education specialist teaching authorizations, the Communication Development teaching authorization preparation 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 and also completing subject-matter competence in a general education content subject area. In addition, all candidates in education specialist teaching specialty areas programs complete the appropriate content and earn an English learner authorization.

The purpose of the Communication Development teaching authorization is to bring together skills in literacy, language and communication to serve special needs students. All Education Specialist Teaching authorizations, including the Communication Development, may be the teacher of record and provide resource services as well as collaboration, consultative and co-teaching services in the inclusive setting.

The Communication Development authorization is not proposed to meet the shortage of speech-language pathologists. There is a clear need for more speech-language pathologists who are 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 clinical assessment for speech services is completed by credentialed speech-language pathologists as they are the only authorized service deliverer authorized in the speech and language disorders category.

There are communication and language services currently provided by speech-language pathologists that are more appropriately provided in a teaching setting to assist students achieve success in the core curriculum. 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. The Communication Development Authorization was specifically designed to focus in on a particular set of language and communication skills within the federal category of learning disabilities that inhibit access to the core curriculum.

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.

Speech-Language Pathologists are responsible for identifying, diagnosing and providing services to students whose disabilities have a clinical or medical disposition. The clinical assessment for speech services is completed by the credentialed Speech-Language Pathologist as they are authorized to provide services in the speech and language disorders category.

Proposed Additions, Amendments, and Deletions to Regulation

§80046.5 clarifies that the credentials and added authorizations allow services to students through age 22, instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom, and 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).

§80047 *Title and opening* lists only credentials negating the need for the word 'authorization', Title 34 sections have been updated, and instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom.

§80047(b) adds the name of the proposed new specialty area that authorizes providing instructional services to students in this category.

§80047(c) *through (h)* relettered to include change in subsections.

§80047.1 *Title and opening* lists only credentials negating the need for the word 'authorization', Title 34 sections have been updated, and instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom.

§80047.1(b) corrects typographical error to appropriate name of credential.

§80047.2 *Title and (a)* lists only credentials negating the need for the word 'authorization', Title 34 sections have been updated, Federal disability category dropped the term 'serious', and instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom.

§80047.2(a)(3) removes the word 'the' to align with rest of the list of credentials

§80047.2(a)(4)(A) and (B) and (b) removed the word ‘serious’ as Federal disability category dropped the term.’

§80047.2(c) is proposed to be sunsetted as this assignment option has been available since 1988 and was established to provide sufficient time for the Commission to develop programs in the disability area of emotional disturbance. There are a sufficient number of programs available to allow the Commission to propose a sunset date for the assignment option.

§80047.3 Title and opening lists only credentials negating the need for the word ‘authorization’, Title 34 sections have been updated, and instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom.

§80047.4 Title and (a) lists only credentials negating the need for the word ‘authorization’, Title 34 sections have been updated, and instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom.

§80047.4(a)(2) and (3) adds new credential name as EC §44265.3 was added in 2007 which changed the name of the credential. Holders of Clinical or Rehabilitative Services credentials may continue to renew their credentials.

§80047.4(a)(4) and (5) removes the word ‘the’ to align with rest of the list of credentials and sections renumbered.

§80047.4(a)(5)(B) is proposed to be sunsetted as this assignment option has been available since 1988 and was established to provide sufficient time for the Commission to develop programs in the disability area of autism. 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.

§80047.5 Title and opening lists only credentials negating the need for the word ‘authorization’, Title 34 sections and Federal disability category have been updated, and instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom.

§80047.5(c) adds new credential name as EC §44265.3 was added in 2007 which changed the name of the credential. Holders of Clinical or Rehabilitative Services credentials may continue to renew their credentials.

§80047.5(e) through (h) relettered.

§80047.6 Title and opening lists only credentials negating the need for the word ‘authorization’, Title 34 sections have been updated, and instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom.

§80047.6(b) lists appropriate name of credential.

§80047.7 Title and opening lists only credentials negating the need for the word ‘authorization’, Title 34 sections have been updated, and instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom.

§80047.8 Title and opening lists only credentials negating the need for the word ‘authorization’, Title 34 sections have been updated, and instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom.

§80047.9 Title, (a), and (b) lists only credentials negating the need for the word ‘authorization’, Title 34 sections have been updated, Federal disability category dropped the term ‘serious’, and instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom.(b) lists only credentials negating the need for the word ‘authorization’, Title 34 sections have been updated, and instructional services for students with special needs are offered in a variety of settings and are not limited only to a classroom.

§80048.2 is deleted as 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).

§80048.3(a)(2) has been revised to more clearly describe the professional preparation that must be met.

§80048.3(a)(3) updates of the basic skills requirement to align with recent changes in statute

§80048.3(a)(4)(A) updates of the subject-matter knowledge definition to align with changes in statute and regulation.

§80048.3(a)(5) updates reading requirement to align with changes in statute.

§80048.3(a)(6) deletes reference to regulations as it is not necessary.

§80048.3(a)(7) clarifies how approved programs, other than institutions of higher education, may verify completion of the approved programs.

§80048.3(a)(8) and (9) deletes the requirement that an individual be employed to be issued a preliminary credential and instead makes the Certificate of Eligibility s an option for the California-prepared teacher to request instead of it being automatically issued if the teacher is not employed. There is a statewide shortage of special education teachers which reduces the need for the Certificate of Eligibility.

§80048.3(b)(1) adds a valid period of document as found in EC §44251.

§80048.3(c) adds transition dates for approved programs to move from current to new programs. 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.

§80048.4Title and (a) deletes the professional growth requirement to earn a ‘professional’ clear credential as a result of the passage of SB 1209 (Chap. 517, Stats. 2006) which deleted

Education Code sections 44270.1 and 44277 and the Commission has returned to issuing clear credentials.

§80048.4(a)(2) updates the health education requirement as described in statute.

§80048.4(a)(3) updates of the computer education requirement as described in statute.

§80048.4(a)(5) deletes the professional growth requirement to earn a ‘professional’ clear credential as a result of the passage of SB 1209 (Chap. 517, Stats. 2006) which deleted Education Code sections 44270.1 and 44277 and the Commission has returned to issuing clear credentials.

§80048.4(a)(6) adds a new definition for full time experience and deletes the reference to section 80048.3 (a)(8) and (9) as they are proposed to be changed.

§80048.4(c) adds the last date to finish the preliminary Level I program of 12/31/2013 and a cut off date is being established to be admitted to the Level II program. Since the Level I document is issued for five years, individuals have five years to earn the clear credential under the Level II provision.

§80048.4(d)(1) deletes the professional growth requirement to earn a ‘professional’ clear credential as a result of the passage of SB 1209 (Chap. 517, Stats. 2006) which deleted Education Code sections 44270.1 and 44277 and the Commission has returned to issuing clear credentials.

§80048.6 Title and (a) notes that the Commission is changing terminology from Certificate to Added Authorization.

§80048.6(a)(1) describes the services that may be provided span a variety of settings for Special Education Teaching Credentials and Added Authorizations. The terminology for these settings has been updated and specific statutes included for reference.

§80048.6(a)(2) adds terminology used for Early Childhood Education Specialist Credential and Added Authorization as found in Title 34, Section 300.8(b).

§80048.6(a)(3) adds specifics on terminology used for the deaf and hard-of-hearing credential.

§80048.6(b) expands the age and grade authorizations to include high school students who continue to need services past grade 12. Federal guidance allows services up to whatever age any state wants to continue services. In California, it is up to age 22 for those who have not completed a regular diploma. Most of these students stay on at high schools. Federal disability areas were revised to align with federal regulations.

§80048.6(b)(1) and (2) clarifies and updates the authorizations for the mild/moderate and moderate/severe credentials.

§80048.6(b)(3) describes 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. 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. The hearing

mechanism is pivotal to all areas of linguistic growth and development, social and emotional development and perception of self.

§80048.6(b)(3)(A) describes how the Commission established an authorization in 2004 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. 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.

§80048.6(b)(4) and (5) clarifies and updates the authorizations for the visual impairment and physical and health impairment credentials.

§80048.6(b)(6) clarifies and updates the authorizations for the early childhood special education credentials. Previous authorization listed services the individual could not provide; changes were made to clarify the services that may be provided.

§80048.6(b)(7) clarifies and updates the authorizations for the early childhood special education authorization which the Commission is changing from Certificate to Added Authorization. Previous authorization listed services the individual could not provide; changes were made to clarify the services that may be provided.

§80048.6(b)(8) adds one new authorization in the area of 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.

§80048.6(b)(9) lists the authorization 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.

§80048.6(b)(10) lists the authorization individuals who complete the additional English learner content within the Education Specialist programs will be authorized to provide English learner services.

§80048.8(a)(1) lists a Bachelor's degree as found in EC §44265.

§80048.8(a)(2) lists the program of study as found in EC §44265.

§80048.8(a)(3) updates the basic skills requirement.

§80048.8(a)(4)(A) and (B) lists the subject-matter requirement as found in EC section noted that aligns with federal No Child Left Behind core academic subject areas.

§80048.8(a)(4)(C) describes how other credential holders are exempt because they have already verified subject-matter competence under the general education credential structure.

§80048.8(a)(4)(D) describes how 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.

§80048.8(a)(5) lists the reading course and exam as required in EC sections noted.

§80048.8(a)(6) lists the U.S. Constitution as required in EC section noted.

§80048.8(a)(7) lists the health education requirement as noted in EC section.

§80048.8(a)(8) adds the computer technology requirement as noted in EC section.

§80048.8(a)(9) lists the requirement for study of English learner as noted in EC section.

§80048.8(a)(10) describes how 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) to assist the beginning teacher.

§80048.8(a)(11) describes the recommendation as required by EC section noted.

§80048.8(b) adds the five year validity as found in EC §44251.

§80048.8.1(a)(1) lists that individuals need to hold a preliminary or preliminary Level I credential to complete the requirements for the clear credential.

§80048.8.1(a)(2) describes how the use of the IIP leads to focused, effective instruction accompanied by mentored support that allows applied and specialized experiences for all teaching credentials that the teacher holds. In the beginning years of teaching, support programs accompanied by applied and advanced preparation will greatly assist the novice teacher.

§80048.8.1(a)(2)(A) describes how the IIP must be completed within time period to allow maximum time for teacher to complete clear credential requirements.

§80048.8.1(a)(2)(B) lists the cap on the number of units of coursework and professional development allows the individual to focus on completing the IIP and earning the clear credential in the five year time period.

§80048.8.1(a)(2)(C) describes how a Commission-approved induction program must assure individuals not currently teaching may meet the provisions of the IIP.

§80048.8.1(a)(2)(D) describes how an individual holding more than one preliminary teaching credential, multiple subject, single subject or education specialist needs to complete one set of clear credential requirements. The menu of professional development options must address all credentials that are being cleared.

§80048.8.1(b) describes the recommendation process by the Commission-approved clear credential program.

§80048.8.1(c) list the five year validity as found in EC §44251.

§80048.9 *Title* clarifies that Education Code section 44265.3 established a two-tier credential to provide speech and language services.

§80048.9(a)(1) adds the master's degree as found in EC §44265.3 (a)(1).

§80048.9(a)(2)(A) *and* (B) adds the program as found in EC §44265.3 (a)(1).

§80048.9(a)(3) adds the basic skills requirement is in alignment with EC §44252.

§80048.9(a)(4)(A) clarifies that California-prepared teachers must be recommended for the credential per EC §44265.3 (a)(1).

§80048.9(a)(4)(B) clarifies the method to apply for credential if prepared outside of California.

§80048.9(a)(5) adds the issuance of a one-year nonrenewable credential as found in EC §44252(b)(3).

§80048.9(b) lists the validity period as found in EC §44265.3 (a)(1).

§80048.9(c) adds the requirements for the clear credential as found in EC §44265.3 (a)(2).

§80048.9(d) adds the requirements for the clear credential for individuals that do not earn a preliminary as found in EC §44265.3 (a)(2).

§80048.9(e) clarifies that the clear credential is issued for five years as found in EC §44251.

§80048.9(f) lists the authorization for the credential.

§80048.9.1(a)(1) and (2) adds that 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.

§80048.9.1(a)(3) add the basic skills requirement is in alignment with EC §44252.

§80048.9.1(a)(4)(A) states that California-prepared teachers must be recommended for the credential.

§80048.9.1(a)(4)(B) clarifies the method to apply for credential if prepared outside of California.

§80048.9.1(a)(5) adds the issuance of a one-year nonrenewable as found in EC §44252(b)(3).

§80048.9.1(b) adds the clear credential is issued for five years as found in EC §44251.

§80048.9.1(c) lists the authorization for the credential.

§80048.9.2(a)(1) and (2) adds that 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.

§80048.9.2(a)(3) adds the basic skills requirement is in alignment with EC §44252.

§80048.9.2(a)(4)(A) states that California-prepared teachers must be recommended for the credential.

§80048.9.2(a)(4)(B) clarifies the method to apply for credential if prepared outside of California or hold the Audiology license.

§80048.9.2(a)(5) adds the issuance of a one-year nonrenewable as found in EC §44252(b)(3).

§80048.9.2(b) clarifies the clear credential is issued for five years as found in EC §44251.

§80048.9.2(c) lists the authorization for the credential.

§80048.9.3(a)(1) describes the services that may be provided by other related special education service credential span across a variety of settings.

Disclosures Regarding the Proposed Actions

Documents Incorporated by Reference:

Form 41-4 (rev 9/08), instructions (rev 9/08), and form 41-ECC (rev 7/08).

Documents Relied Upon in Preparing Regulations:

Individuals with Disabilities Education Act (IDEA) Part B Regulations (34 CFR Parts 300 and 301)

Report on the Study of Special Education Certification: A Report to the Governor and Legislature as Required by SB 1209 (Chap. 517, Stats. 2006)

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Mandate to local agencies or school districts: None.

Other non-discretionary costs or savings imposed upon local agencies: None.

Cost or savings to any state agency: None.

Cost or savings in federal funding to the state: None.

Significant effect on housing costs: None.

Significant statewide adverse economic impact directly affecting businesses including the ability of California businesses to compete with businesses in other states: None.

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with Section 17500) of the Government Code.

Cost impacts on a representative private person or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California [Govt. Code §11346.3(b)]: The Commission has made an assessment that the proposed amendments to the regulation would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, or (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The Commission has determined that the proposed amendment to the regulations does not affect small businesses. The regulations are not mandatory and are an option that affects school districts and county offices of education, not private businesses.

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

- Members of the Commission on Teacher Credentialing
- California County Superintendents of Schools
- Credential Analysts at the California County Superintendents of Schools Offices
- Superintendents of Selected California School Districts
- Deans and Directors at the California Institutions of Higher Education with Commission-accredited programs
- Credential Analysts at the California Institutions of Higher Education with Commission-accredited programs
- Presidents of Selected Professional Educational Associations

Also placed on the Internet at <http://www.ctc.ca.gov>

Tally of Responses

As of July 13, the Commission had received the following written responses to the public announcement:

<i>Support</i>	<i>Opposition</i>
6 organizational opinions	1 organizational opinion
5 personal opinions	7 personal opinions

Total Responses: 19

Responses Representing Organizations in Support

1. Merced County Office of Education, Eva L. Chavez, Assistant Superintendent Human Resources

Comment: As the Assistant Superintendent Human Resources of the Merced County Office of Education, I am most appreciative of the work that has been done over the past several years to review and update the Special Education Teaching and Services Credential and support the changes that are being proposed.

I especially commend and support the Commission's addition of the Education Specialist – Communication Development authorization. This new authorization will provide much needed support to the students that we serve and will help to alleviate the communication development issues that hold some students from succeeding in the early grades.

2. Moreland School District, Glen Ishiwata, Superintendent

Comment: As the Superintendent of the Moreland School District, I am most appreciative of the work that has been done over the past several years to review and update the Special Education Teaching and Services Credential and support the changes that are being proposed.

I especially commend and support the Commission's addition of the Education Specialist – Communication Development authorization. This new authorization will allow school districts to provide a more enhanced service delivery model that will drastically improve

student outcomes. Specifically, the new authorization will allow us to: focus on earlier intervention; be able to apply earlier assessment techniques and diagnoses for handicapping conditions; have a more focused approach on language and literacy development; and provide specific professional preparation and support to our staff who work with children on the Autism spectrum. All of these factors will allow district to build a literacy-communication continuum of services that will enhance the ability for all students to access the core curriculum. Once again, thank you for your ongoing support.

3. Newport-Mesa Unified School District, Charles Hinman, Ed. D., Assistant Superintendent

Comment: As the Assistant Superintendent of the Newport-Mesa Unified, I am most appreciative of the work that has been done over the past several years to review and update the Special Education Teaching and Services Credential and support the changes that are being proposed.

I especially commend and support the Commission's addition of the Education Specialist – Communication Development authorization. This new authorization will provide much needed support to the students that we serve and will help to alleviate the communication development issues that hold some students from succeeding in the early grades.

4. Newport-Mesa Unified School District, Jeffrey C. Hubbard, Ed. D., Superintendent

Comment: As the Superintendent of the Newport-Mesa Unified, I am most appreciative of the work that has been done over the past several years to review and update the Special Education Teaching and Services Credential and support the changes that are being proposed.

I especially commend and support the Commission's addition of the Education Specialist – Communication Development authorization. This new authorization will provide much needed support to the students that we serve and will help to alleviate the communication development issues that hold some students from succeeding in the early grades.

5. Orange County Office of Education, Susana Fernandez, Superintendent Services Manager

6. Upland Unified School District, Sherri L. Black, Human Resources Assistant Superintendent

Comment: As the Assistant Superintendent Human Resources of the Upland Unified School District, I am most appreciative of the work that has been done over the past several years to review and update the Special Education Teaching and Services Credential and support the changes that are being proposed. I have been in Human Resources for over 6 years both in Upland and Fontana. There were many years in Fontana when I was unable to fill multiple Speech and Language positions due to lack of qualified applicants.

I especially commend and support the Commission's addition of the Education Specialist – Communication Development authorization. This new authorization will provide much needed support to the students that we serve and will help to alleviate the communication development issues that hold some students from succeeding in the early grades.

Responses Representing Individuals in Support

1. Carl J. Kirchner, Retired Educator

2. Jean A. Levine, Department of Special Education Professor, CSU Fullerton
3. Melinda R. Pierson, Department of Special Education Chair, CSU Fullerton
4. Pauline Schara, District Intern Program Cohort Advisor, Orange County Office of Education
5. Athena Waite, Emeritus Teacher Education Director, UC Riverside

Responses Representing Organizations in Opposition

1. CSU Los Angeles, Division of Special Education and Counseling and Department of Communication Disorders

NOTE: Each comment has a separate response within the body of the letter submitted.

The following is a joint statement of strong disapproval of the “Communication Development Education Specialist Credential” that was proposed, designed and recently approved by the CCTC. This statement has been drafted as a result of a detailed process involving the following components:

- Examination of CCTC documents describing the need and rationale for the CD credential.
- Consultation with participants on various “writing groups” during the CCTC development process.
- Examination of communications and position statements from the California Speech, Language and Hearing Association (CSHA), the American Speech-Language-Hearing Association (ASHA), and the California Teachers Association (CTA).
- Formal dialogue between the Division of Special Education and Counseling and the Department of Communication Disorders at CSULA, hosted by the Deans of the CSULA Charter College of Education and College of Health and Human Services on 3/12/09.

As a result of this deliberative process we have reached the following consensus of opinions:

1. We understand, and fully support the notion that there are currently severe shortages of trained special education teaching personnel in the areas of communication, language and literacy. CSULA Special Education faculty have addressed these needs in several ways. All credential students take a course that addresses language and cognition of students with disabilities. We offer a certificate in autism. We have added substantial content modules in the area of English Language Learning. Also, Special Education has worked collaboratively with Communication Disorders faculty to recruit undergraduate communication disorders majors into special education credential programs.
2. We agree that there is an increasing importance of, and need for special education teaching personnel that have solid foundations in these areas of communication, language and literacy, including:
 - a) Knowledge of English language development and learning.
 - b) Skill in the application of a range of effective classroom strategies to support functional and academic language goals.
 - c) Sufficient knowledge and skills to work in collaborative partnerships with Speech-Language Pathologists and Special Educators to ensure students’ rapid, efficient language/communication development.
3. We support the CCTC in its effort to provide necessary language services to children of the State of California.

4. Unfortunately, we have also concluded that creation of the new CD specialist credential will not in any way address the needs alluded to above, and indeed threatens to create a costly new educational infrastructure that might “get additional bodies into open positions,” but will neither meet the language needs of students, nor relieve the burden of appropriate special education services for those with language difficulties.

We have many problems with the proposed new credential, some large, some small, some philosophical, some pragmatic. In the interests of brevity, we have chosen to share only what we perceive as being the most worrisome aspects of the CD credential.

Comment: The wording of the proposed classroom teacher authorization is so broad, and simultaneously superficial, that the new credential could be construed to be appropriate for serving virtually every student with an IEP, with every handicapping or disabling condition, from pre-K to age 22.

Virtually every child now in special education has some degree of language/communication and/or literacy challenges. At one time, California had an Aphasia classroom authorization, which purported to do the same thing as an add-on to the master’s degree that the current credential wants to do for those at the undergraduate level. But even that special authorization created special day classes for students whose *primary* disability was severe speech/language disability – not for all students having any communicative impairment. In fact, all but a small portion of students having communicative problems will also be characterized by additional complex learning needs and challenges (including learning disabilities, behavioral and emotional disorders, mild to profound mental retardation, visual, hearing, physical and health disorders and multiple disabilities) with specialized developmental needs ranging from preschool to adult ages.

If one truly wanted to create a legitimate credential that would provide needed knowledge and skills for ALL OF THOSE INDIVIDUALS’ DISABILITY SPECIFIC NEEDS, along with knowledge and skills in the area of LANGUAGE AND LITERACY, it would certainly take a course of study that is decidedly longer than any one of those individual areas. Yet the Commission insists that these competencies can be taught IN TWO YEARS, and as an intern, without ever having experienced any true mentorship with a master teacher. This is an absurd, cynical impression of the true needs and complexities of students with disabilities, along with a contemptuous view of the importance of professional teacher preparation. It is a clear repudiation of the state’s history of setting high standards for professionals who serve students with disabilities.

Commission Response: In the range of Education Specialist Teaching Authorizations there are both broadly based authorizations as well as authorizations that are drawn narrowly. Mild/Moderate authorizations are broadly drawn as is the Moderate/Severe authorization. More narrowly drawn authorizations include Deaf and Hard of Hearing, Early Childhood Special Education, Visually Impaired, Physically and Health Impaired and the proposed Communication Development teaching authorization. In the case of the Communication Development teaching authorization, aspects of the Mild/Moderate Authorization were selected for particular focus and emphasis and additional preparation. The Communication Development teaching authorization was specifically designed to focus in on a particular set of language and communication skills within the federal category of learning disabilities that inhibit access to the core curriculum.

Comment: The language used to describe the newly proposed CD specialist standards is also of great concern. The standards are not just vague and lacking in clarity and precision; they are indecipherable.

The proposed standards are written as if the authors have a clear idea that they want to separate what they call “clinical speech-language assessment and intervention” from “educationally based speech-language assessment and intervention.” However, no such dichotomy actually exists. The knowledge, skills and training required for the preparation of speech language pathologists to serve hospital populations or school populations are exactly the same. Thus the authorization and standards language used to separate the roles and responsibilities of SLPs from holders of the new CD credential is ludicrous. What is a “clinical speech disorder,” as opposed to an “educational speech disorder?” The lack of precision in the descriptions of the CD standards renders them useless as a guide for the community to determine what is actually being proposed and to identify the specific competencies to be addressed within IHE curricula and fieldwork requirements.

Commission Response: Teachers who instruct provide access to the core curriculum and those who provide clinical services that treat a specific speech language disorder as identified in the federal disability category perform both very different and very valuable services. California statutes and regulations stipulate that there are two types of credentials: 1) teaching credentials and 2) services credentials. Teaching credentials allow service in teaching settings specifically providing delivery of academic content that provides access to the core curriculum. Teaching credentials include a subject, single subject, designated subject, and education specialist credentials. Services credentials authorize non-teaching educational services such as administrative, audiology, and speech language pathology that are restricted to their authorization including the grade levels and settings where service is authorized. For example, speech-language pathologist credentials holders may not provide teaching services unless the credential includes a special class authorization which authorizes teaching students who hold an active IEP identified students with aphasia.

Comment: Where are the University instructors who are supposed to be supporting this new credential going to come from? IHE programs must also identify and insure the quality and expertise of faculty who will deliver instruction and supervision. However, there is currently such a severe national shortage of faculty members in the discipline of Communication Disorders that according to ASHA, more than 1 in 3 faculty positions are currently going unfilled by qualified Ph.D.-level individuals. It cannot be assumed that existing IHE credential training programs currently have adequate faculty expertise within their ranks to meet the demands of the existing standards. In many cases, special education training programs will need to seek to establish collaborative relationships with Communication Disorders programs to offer some if not all of the needed coursework. But, once again, faculty are scarce and unfortunately, these Communication Disorders programs are already impacted and cannot serve additional students without increased support.

Commission Response: There has been a good deal of interest expressed by those who currently have approved education specialist credential programs. These have come from persons who have particular interest in literacy and reading, those who are concerned about those students who might be misdiagnosed in special education and those education specialists who believe that literacy and communication deserves much more concentrated focus since such a

significant number of the disabilities identified on an IEP relate to these types of learning disabilities.

There is a shortage of professors in both Speech-Language Pathology and Education Specialist Teaching Fields. This was a concern of the Design Team. The Design Team offered recommendations to improve access to coursework through different preparation delivery options as well as streamlining preparation of core coursework and adding ways to add authorizations for credential holders.

Comment: The problem of the overlap between the roles and responsibilities of the SLP and the CD credential holder is one that is likely to increase rather than decrease litigation, and will not be easily resolved.

The creators of the new credential appear to lack understanding of the typical responsibilities of SLPs working in school settings. Even the most basic distinction between speech and language is not clearly reflected in the wording describing the CD authorization and standards. In attempting to delineate the role of the SLP versus the holder of the new CD credential, articulation and phonological disorders are to be treated by SLPs, but “speech sounds in the development of language” are to be treated by both SLPs and holders of the new credential. Referring to “speech sounds” this way as if it were something different than articulation and phonology indicates a clear lack of understanding of the difference between speech and language. The developers of the new CD credential proposal have stated that holders of the new credential would provide services in the area of language and literacy, but not speech. But the distinction between these two domains is not made clear in the proposal leading to major misinterpretations by readers of the proposal. For example, Dr. Kathy Kinley, immediate past president of the California School Boards Association (CSBA), stated that, “The new teaching credential would be a big help, particularly for our young students who need teaching assistance with their speech.” Another example is quite disturbing: CSBA Senior Research and Policy Consultant Stephanie Farland stated, “Teachers holding these credentials would be authorized to provide site-based language development services to students, such as addressing articulation problems that are very common in younger students.” Clearly the distinction between speech and language is not clear in the CD credential proposal.

The lack of a clear distinction between speech and language is only one example of the problem with the overlap between roles and responsibilities. What types of language problems will be seen by the SLP? What types of those problems can be served by the holder of the new credential (even if they are not qualified by training to do so)? If anything, we anticipate that the rate of litigation will increase, rather than decrease. As per the needs of administrators and HR directors, the new CD credential will increase the number of bodies available to serve the many students who have language difficulties. However, since many of these individuals will be under trained and not able to meet those students’ communicative needs, there will be increased fair hearings to provide secondary SLP services to these students.

In fact, a similar situation emerged with the Aphasia Classroom, where many students had additional “pull-out” services by the SLP. It was the realization that many of those students had to have double services anyway that was one of the things that likely “doomed” the Aphasia Classroom authorization. The same will inevitably happen with this new credential once parents understand that those providing services under the newly proposed credential will know very little about oral language and speech. In the meantime, there will be tremendous

confusion regarding roles and responsibilities related to assessment, diagnosis and therapy for students with communication and language disorders.

Commission Response: One of the purposes of these regulations is to clarify and sharpen the authorization statements for each credential authorization. These statements should be directly aligned with federal disability categories. There is very little overlap between services offered by any of the education specialist authorizations including Communication Development and the federal disability category Speech Language impairment. Speech Language Disorders is within the sole purview of speech-language pathologists. This would not change in the proposed regulations. There are some overlapping areas such as pragmatics and using language and communication to develop problem solving strategies in older students. It was reported to the Design Team that one of the ways to reduce the case loads of overburdened speech-language pathologists was to reserve their services to those disabilities that take specialized clinical skills and leave areas such as pragmatics to Education Specialists teachers since the type of disabilities that are being served and the services being delivered are more instructional than clinical.

Comment: Despite the Commission's claim to the contrary, there have been statements of concern from sources other than CSHA.

For example, a written statement from the California Teacher's Association (10/07/08) stated that the CD credential "*needs more transparency. . . overlapping authorizations should be eliminated or minimized to the full extent possible, and the new credential must not have the impact of reducing the continuum of services. . . and further refinements in the scope of work under this new authorization need to be made.*" It is not clear to what extent the CTA's concerns have been addressed. Also, serious concern was submitted by the California Professors of Early Childhood Special Education (CAPECSE). In August 2008 written input to the CCTC Design Team was submitted by a CSULA Special Education faculty member. The only response to this input was that it had been received.

Individual members of the specialization area writing teams (who were representing the input of their respective professional communities) complained of lack of clarity regarding the intended CD authorization, and no opportunity to meet as a whole group to reach consensus. Additional concerns were raised during the March 13th Web cast and the CCTC staff response seemed to be to simply "let's just give it a try and see if it might work." How can such an experiment be in the best interest of children with disabilities and their families and taxpayers?

Commission Response: This reform effort was guided by and subsidized by funds that were provided by the state budget act and SB1209. The process included 16 different opportunities for public input throughout the state as well as opportunities to interact with the membership of professional organizations who had an interest in the preparation of teachers and other educators of students with disabilities. The process took more than two years. All of the concerns were charted and provided to the Commission's special education advisory groups. More than 1000 persons signed in at the meetings that were held. The conversations were lively and varied. There was a considerable amount of disagreement and every attempt was made to make sure that all points of view were heard and discussed. No one organization or voice dominated the discussion. Out of the discussions came the 25 recommendations designed to reach the goals set forth by the Commission and represented in SB 1209 (Chap. 517, Stats. 2006). All of the recommendations were consensus recommendations including the

recommendations related to Speech Language Pathology and the Communication Development teaching authorization.

Comment: The CD credential significantly threatens the viability of existing specialist credentials. The “one size fits all” scope of the CD credential can easily supplant existing specialist credentials.

This credential overlap does not serve to streamline special education credentialing and will only further complicate and confuse matters for schools, students, and families. If the Commission believes this not to be true, there needs to be clarification regarding the specific role of the CD credential holder and *the intended population to be served*. The various terms used to describe the needs of students to be served have included the following: language development, academic language, literacy, communication, social communication, pragmatic skills, school readiness skills, listening, speaking, reading writing, core academic areas, and autism spectrum disorders.

What case could be made for prospective special education teachers developing in-depth expertise in the areas of high incidence disabilities or early childhood special education, when within the same two-year period they can acquire a “one-size-fits-all” credential that will authorize them to work with virtually any student with a disability, of any age, and in the role as a classroom teacher, an itinerant consultant, or co-teacher. While this is clearly a “high-value,” flexible credential for Human Resources personnel who must staff every classroom and meet every child’s IEP needs, it will not solve the central problem of meeting the language and communication needs of students with disabilities.

Professionals in the field of special education in California have worked for years to develop high quality training programs that address the specific, complex learning needs of students with disabilities. The CD credential, with its broad applicability, represents a giant step backward in service delivery.

In addition to our concerns regarding the definition and substance of the CD credential we have also been dismayed by many aspects of the restructuring process itself, including the following:

Commission Response: The Special Education Work Group and Design Team created this authorization to have a specific specialty focus: literacy and communication. The authorization for the Communication Development is not broad-based. Perhaps it seems broad because so many of our students with disabilities are placed into special education based on identified learning disabilities on their IEPs. Having a credential authorization that specifically focuses on communication and literacy may be exactly what a segment of our special education students need to provide access to the core curriculum and allow them to achieve academic success.

Comment: There has been a lack of honesty on the part of the CCTC regarding the real impetus for the credential restructuring process.

The Commission’s intent from the outset appeared to be creating and legitimizing a specialist credential that would provide district personnel administrators with greater flexibility in the assignment of special education teachers. Reports of discussions throughout the CCTC work group often referred to the desirability of decreasing the number of “disability specific” authorizations, and creating a legally defensive, generic authorization to be used for teacher

assignments to serve any special education student having difficulties with “language, communication, and literacy, including those students with autistic spectrum disorder (ASD).” In addition, a recent “anonymous” CCTC document entitled *Proposed Education Specialist: Communication Development Teaching Authorization*, clearly states that “Personnel administrators asked the Commission to explore ways to meet their need for qualified educators to serve students with academic language and communication needs” as a result of an increasing shortage of SLPs working in school districts.

If the only reason for creating a new credential is the current shortages of SLPs, then the Commission should focus on strategies to ameliorate that problem. For example, the State could establish a system similar to those implemented by Hawaii and Utah whereby the state paid for students’ graduate education in exchange for indenturing those students to the public schools for several years post-graduation. Additionally, certain districts have eliminated their shortages by changing the pay levels for SLPs in their districts, thus persuading more SLPs to choose school-based settings.

Commission Response: In June 2006, the Commission directed staff to begin the review and revision of the structure and requirements for the Education Specialist and Other Related 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) provided further direction and required that a report be provided on the work. The Commission convened a workgroup to explore special education credentials and to make recommendations to the Commission for changes in both the structure and processes. The Special Education Credential Workgroup was formed in December 2006 and began its deliberations in February 2007. The deliberations of the Workgroup were guided by a set of goals and a set of questions. The goals were to modify the current special education credential structure to accomplish the following:

- Provide improved services to California’s students with disabilities;
- Provide more opportunities to become a special education teacher while reducing redundancies in preparation and streamlining the credential structure;
- Improve the skill levels and retention rates among special education teachers; and
- Assist local education agencies in meeting their need for qualified special education personnel.

The Communication Development teaching authorization focuses specifically on the preparation needed to teach in schools. It will provide expanded opportunities for IEP teams to have an additional delivery option to serve specifically identified students and for candidates who want to teach students with communication needs such as students with ASD and dyslexia and work closely with other teachers in the continuum of providing communication and literacy skills. It is not meant to meet the shortage of SLP providers as the new authorization is on a teaching credential and the SLP is a service credential.

Comment: There has been a lack of transparency in the process itself.

The Commission has frequently claimed that there has been overwhelming support and very little opposition to the new CD credential. However, over the past two years we have heard repeated accounts of lack of transparency during the input process (e.g., “stove piping” and lack of opportunity to share concerns across disability-specific writing groups; participants selected exclusively by the Commission, lack of representation of professional organizations, such as CSHA, and lack of genuine collaborative formative process between the writing groups and the “Design Team”).

Also frequently observed has been CCTC's insistence on a sense of urgency, a need to rush the process through as quickly as possible (and with no funding allocated to support stakeholders' participation on the writing groups). Also problematic has been the scheduling of public input forums in the middle of summer, in inaccessible locations (e.g., the Mission Inn in Riverside). The summer calendaring of this important narrow window of opportunity for public comments made it nearly impossible to mobilize families and key stakeholder groups. This was particularly the case for university and district personnel, many of whom were on summer breaks.

Commission Response: In June 2006, the Commission directed staff to begin the review and revision of the structure and requirements for the Education Specialist and Other Related 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) provided further direction and required that a report be provided on the work. The Commission convened a workgroup to explore special education credentials and to make recommendations to the Commission for changes in both the structure and processes. The Special Education Credential Workgroup was formed in December 2006 and began its deliberations in February 2007.

The process included 16 different opportunities for public input throughout the state as well as opportunities to interact with the membership of professional organizations who had an interest of preparation of teachers and other educators of students with disabilities. The process took more than two years. All of the concerns were charted and provided to the Commission's special education advisory groups. More than 1000 persons signed in at the meetings that were held. The conversations were lively and varied. There was a considerable amount of disagreement and every attempt was made to make sure that all points of view were heard and discussed. No one organization or voice dominated the discussion. Out of the discussions came the 25 recommendations designed to reach the goals set forth by the Commission and represented in SB 1209. All of the recommendations were consensus recommendations including the recommendations related to Speech Language Pathology and the Communication Development teaching authorization.

SUMMARY:

Faculty majorities in the California State University Los Angeles Division of Special Education and Counseling and in the Department of Communication Disorders acknowledge and appreciate the increasing needs of students with disabilities in the areas of English language development and learning, academic language, and social communication skills. We further appreciate the challenges presented by the lack of sufficient numbers of speech-language pathologists who work in school settings.

Nevertheless, we do not believe that the proposed Communication Development credential will address these needs, and it may very well create detrimental confusion and misrepresentation regarding who is actually authorized and competent to deliver these services to students who most need them. Thus, upon careful consideration of several factors and sources of information described above, we cannot support authorization of the proposed Communication Development Specialist Credential. We urge the Commission to re-open a fully transparent, community-wide effort to address the very real, currently unmet, and increasing, language and communication needs of students with disabilities.

Responses Representing Individuals in Opposition

1. Beth Bueker M.S., CF-SLP

Comment: I am writing to express my opposition to the naming of the new special education credential - 5 CA Code of Regulations Special Education Section 80048.6(b)(8) . I feel a "communication development specialist" credential will create ambiguity for parents seeking speech and language services for their children. While it's wonderful a new credential is being offered to support licensed professionals in the treatment of children with speech and language delays, a clearer distinction needs to be made between the positions.

As a recently licensed Speech-Language Pathologist I'm acutely aware of the differences between a Master's and Bachelor's program. For me it was a difference of 3 1/2 extra years including 3 internships, 4 clinics, several major exams and now a clinical fellowship, (not to mention \$50K in student loans). For an individual with only a Bachelor's degree to provide speech-language services is not only unfair to those who have made the sacrifice to earn a Master's but unethical to those children and families served.

PLEASE ENSURE THIS DOES NOT HAPPEN BY RENAMING THIS CREDENTIAL!

Commission Response: The Commission is not renaming the Speech-Language Pathology Credential but rather establishing a new teaching authorization for the Education Specialist Teaching Credential. Speech-Language Pathologists are responsible for identifying, diagnosing and providing services to students whose disabilities have a clinical or medical disposition. The holder of an Education Specialist Teaching Credential is not authorized to complete the clinical assessment for language, speech, and hearing services but rather to assess students' access to the academic core curriculum and their progress towards meeting instructional academic goals including language and literacy for the specific grade level of the student. The Commission is adding language to clarify the types of assessments that may be completed by education specialist teachers and speech pathologist service providers.

The Communication Development teaching authorization preparation requires the individual to complete a bachelor's degree and a full special education teacher preparation program including student teaching (approximately 30 semester units) and must meet academic subject-matter competence in a general education subject area. The program includes coursework in academic content areas, pedagogy, assessment, and methodology classes specific to the communication development subject area.

2. Lisa Donovan, Speech-Language Pathologist and Clinical Manager, The Speech Pathology Group

Comment: The category of Communication Development Specialist is misleading and can bring law suits and endanger some students. As a licensed SLP the training required for this area is intense and medically oriented. We must identify children and diagnose them keeping in mind many medical aspects of communication disorders (seizures, hearing impairment, syndromes to name a few). Taking some courses after B.S. in no way qualifies someone to diagnose or treat any student with communication difficulties. The many law suits CA schools will face if this credential becomes reality will make it obvious that you

are not putting the welfare of the students first as well as setting districts up for legal difficulties. That is why SLPs are licensed by the state.

Commission Response: Speech-Language Pathologists are responsible for identifying, diagnosing and providing services to students whose disabilities have a clinical or medical disposition. The holder of an Education Specialist Teaching Credential is not authorized to complete the clinical assessment for language, speech, and hearing services but rather to assess students' access to the academic core curriculum and their progress towards meeting instructional academic goals including language and literacy for the specific grade level of the student. The Commission is adding language to clarify the types of assessments that may be completed by education specialist teachers and speech pathologist service providers.

The Communication Development teaching authorization preparation requires the individual to complete a bachelor's degree and a full special education teacher preparation program including student teaching (approximately 30 semester units) and must meet academic subject-matter competence in a general education subject area. The program includes coursework in academic content areas, pedagogy, assessment, and methodology classes specific to the communication development subject area.

3. Carly Romero, Speech Language Pathologist, Cajon Valley Union School District

Comment: As a speech language pathologist I do not agree with the proposed addition of "Education Specialist: Communication Development". As SLPs, we have extensive education (ie a BA plus Master's program) plus clinical fellowship requirements (sic). SLPs should be the only professional to administer assessment and/or treatment in any communicative domain (speech, language, pragmatics). The proposed new credential impinges on our professional rights and jobs. To add this new credential would affect our caseloads and make us, as SLPs, become devalued and/or obsolete. School district will prefer to hire "education specialists" over SLPs because they'll cost less (due to less education).

Commission Response: Speech-Language Pathologists are 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 clinical assessment for speech services is completed by the credentialed Speech-Language Pathologist as they are the only authorized service deliverer authorized in the speech and language disorders category. The holder of an Education Specialist Teaching Credential is not authorized to complete the clinical assessment for language, speech, and hearing services but rather to assess students' access to the academic core curriculum and their progress towards meeting instructional academic goals including language and literacy for the specific grade level of the student. The Commission is adding language to clarify the types of assessments that may be completed by education specialist teachers and speech pathologists.

4. Terry Saenz, CSU Fullerton

Comment: I have a few concerns about the Communication Development credential. I do not believe that holders of the credential will be qualified to perform all of the language tests that speech-language pathologists perform with their level of training, especially language

sample analysis, yet there are no limitations on the testing that credential holders will be allowed to do. Valid testing, of course, is essential to providing the appropriate services to children with language disorders, and the fact that so many children with potential language disorders are bilingual makes it especially important that assessors have the appropriate training. Errors in assessment can lead to fair hearings as well as the inappropriate or lack of provision of services. Another concern that I have is that I do not believe that holders of the credential will have sufficient training to do intervention in many cases of children with grammatical disorders, yet again, there are no limitations on the credential.

Commission Response: Speech-Language Pathologists are 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 clinical assessment for speech services is completed by the credentialed Speech-Language Pathologist as they are the only authorized service deliverer authorized in the speech and language impairments category. The holder of an Education Specialist Teaching Credential is not authorized to complete the clinical assessment for language, speech, and hearing services but rather to assess students’ access to the academic core curriculum and their progress towards meeting instructional academic goals including language and literacy for the specific grade level of the student. The Commission is adding language to clarify the types of assessments that may be completed by education specialist teachers and speech pathologists.

The Communication Development authorization preparation requires the individual to complete a bachelor’s degree and a full special education teacher preparation program including student teaching (approximately 30 semester units) and must meet academic subject-matter competence in a general education subject area. The program includes coursework in academic content areas, pedagogy, assessment, and methodology classes specific to the communication development subject area. All other Education Specialist Teaching Credentials require the same program of professional preparation including student teaching within the disability area requested and earn an English learner authorization for English language development and Specially Designed Academic Instruction in English.

5. Nancy Warfield, Speech Language Pathologist, Alameda Unified School District

Comment: The proposed regulations 5 CCR Section 80048.6(b)(8) for a new authorization labeled: Education Specialist Instruction Credential: Communication Development lacks clarity, is vague and confusing, overly-broad in scope, duplicative, unnecessary, and lacks authority.

The Commission on Teacher Credentialing (CTC) is proposing this new credential authorization as an illegal alternative to the legally established professional discipline of speech-language pathology defined under the California Education Code for special education “related services”. If enacted it will lower training and competency standards for a class of professionals already set forth in federal and state law. This proposed communication development authorization will confuse local administrators, teachers, specialists, and parents as to the role of a special education teacher with communication development authorization versus the speech-language specialist’s role, assessments, and

services. This confusion will cause denials of students' special education legal rights as to an assessment of all suspected disabilities, deny appropriate recommendations for the special education Individual Education Plan, and delay and deny rights to appropriate speech and language services by mandated and qualified personnel with irreparable harm to students.

If CTC desires to expand personnel for special education assessment and services to children with, or at-risk of, speech and language impairments and/or disorders, it should place such personnel under the supervision, direction and control of fully-qualified speech-language pathologists [*authorized by the legislature with Education Code 44265.3(a)*].

Commission Response: Speech-Language Pathologists are 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 clinical assessment for speech services is completed by the credentialed Speech-Language Pathologist as they are the only authorized service deliverer authorized in the speech and language impairments category. The holder of an Education Specialist Teaching Credential is not authorized to complete the clinical assessment for language, speech, and hearing services but rather to assess students' access to the academic core curriculum and their progress towards meeting instructional academic goals including language and literacy for the specific grade level of the student. The Commission is adding language to clarify the types of assessments that may be completed by education specialist teachers and speech pathologists.

Education Specialist credential holders complete a teacher preparation program, academic subject-matter competence, the reading examination, and content to serve English learners which are not completed by an SLP credential holder. The SLP does not complete content in supervising, directing or controlling holders of teacher credentials.

6. Janice Watson, M.S., CCC-SLP

Comment: This email is to register my objection to the proposed Education Specialist Instruction Credential: Communication Development. While I acknowledge the nationwide shortage of credentialed Speech-Language Pathologists, attempting to define a new special education teacher authorization for communication development in terms of serving academic language and social communication issues by using an overly-broad and confusing description will lead to lower training and competency standards for a class of professionals already set forth in federal and state law. This proposal conflicts with and duplicates existing federal and state laws covering these special education services and special education personnel standards. The proposed authorization lacks authority by purporting to be a special education authorization but is based upon general education skill sets that are reserved to the legislature for general education teaching authorizations. The Commission on Teacher Credentialing should rewrite and clarify the proposed credential authorization 80048.6(b)(8) communication development.

Commission Response: The Individualized Educational Program (IEP) is the method to determine which special education teaching and services most appropriate for the student with a disability and determine an appropriate assignment consistent with applicable laws. Speech-Language Pathologists are responsible for identifying, diagnosing and providing

services to students whose disabilities have a clinical or medical disposition. The holder of an Education Specialist Teaching Credential is not authorized to complete the clinical assessment for language, speech, and hearing services but rather to assess students' access to the academic core curriculum and their progress towards meeting instructional academic goals including language and literacy for the specific grade level of the student.

The Communication Development authorization gives the IEP team another focused delivery option by teachers who have specialty preparation in reading, English learners, specific education specialist teaching pedagogy and preparation in how to provide access to the core curriculum. The holder of an Education Specialist teaches academic content to students within the disability area of their credential. The Commission is adding language to clarify the types of assessments that may be completed by education specialist teachers and speech pathologists service providers.

7. Erica Whitt, Student, Loma Linda University, Communicative Science and Disorders

Suggested Changes

Two typographical changes are recommended in section 80048.9. First, in subsection (a)(5) an extra word (has) should be deleted and second, in subsection (d), the two subsections below should be (1) and (2) not (A) and (B).

In response to the comments concerning assessments, the Commission is adding language to clarify the types of assessments that may be completed by education specialist teachers in section 80048.6 and speech-language pathologist service providers in section 80048.9.

Staff Recommendation

Staff recommends that the Commission adopt the proposed regulation to 5 California Code of Regulations pertaining to Special Education Teaching and Services Credentials with the changes noted above.

5 California Code of Regulations Special Education

§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.

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)(~~13~~)and (~~15~~30).

§80047. Authorization Credentials for Special Class to Provide Instructional Services to Students With Primary Disabilities: Specific Learning Disability or Mental Retardation (Mild/Moderate).

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 300.78(b)(10) of Title 34 Code of Federal Regulations, Subpart A or "mental retardation" as defined in subsection 300.78(~~bc~~)(~~56~~) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Mild/Moderate Disabilities
- (b) Education Specialist Instruction Credential: Communication Development
- (c) Special Education Specialist Instruction Credential for the Learning Handicapped
- ~~(d)~~ (d) Standard Teaching Credential with the Minor--Mentally Retarded
- ~~(e)~~ (e) Restricted Special Education Credential--Educable Mentally Retarded
- ~~(f)~~ (f) Limited Specialized Preparation Credential--Mentally Retarded
- ~~(g)~~ (g) Special Secondary Credential--Mentally Retarded
- ~~(h)~~ (h) Exceptional Children Credential--Mentally Retarded

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.78 (~~bc~~)(~~56~~) and (10); and 20 USC 1401(a)(~~13~~)and (~~1530~~).

§80047.1. Authorization Credentials for Special Class to Provide Instructional Services to Students With Primary Disability: Mental Retardation (Moderate/Severe).

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 300.78(~~bc~~)(~~54~~) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (b) Special Education Specialist ~~Instructor~~ Instruction Credential for the Severely Handicapped
- (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 300.78(~~bc~~)(~~54~~); and 20 USC 1401(a)(~~13~~)and (~~1530~~).

§80047.2. Authorization Credentials for Special Class to Provide Instructional Services to Students With Primary Disability: Serious Emotional Disturbance.

- (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 300.78(~~bc~~)(94) of Title 34 Code of Federal Regulations, Subpart A.
- (1) Education Specialist Instruction Credential: Mild/Moderate Disabilities
 - (2) Education Specialist Instruction Credential: Moderate/Severe Disabilities
 - (3) ~~The~~ Special Education Specialist Instruction Credential for the Severely Handicapped
 - (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) 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) 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).

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.78(~~bc~~)(94) and 20 USC 1401(a)(+3)and (+530).

§80047.3. Authorization Credentials for Special Class to Provide Instructional Services to Students With Primary Disability: Multiple Disabilities.

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 300.78(~~bc~~)(67) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (b) Education Specialist Instruction Credential: Physical and Health Impairments
- (c) Special Education Specialist Instruction Credential for the Severely Handicapped
- (d) Standard Teaching Credential with the Minor--Mentally Retarded
- (e) Restricted Special Education Credential--Trainable Mentally Retarded
- (f) Limited Specialized Preparation Credential--Mentally Retarded

- (g) Special Secondary Credential--Mentally Retarded
- (h) Exceptional Children Credential--Mentally Retarded
- (i) Special Education Specialist Instruction Credential for the Physically Handicapped
- (j) Standard Teaching Credential with the Minor--Orthopedically Handicapped, including Cerebral Palsied
- (k) Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (l) Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (m) Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.78(~~bc~~)(~~67~~); and 20 USC 1401(a)(~~13~~)and (~~1530~~).

§80047.4. Authorization Credentials for Special Class to Provide Instructional Services to Students With Primary Disability: Autism.

(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 300.78(~~bc~~)(1) (autistic) of Title 34 Code of Federal Regulations, Subpart A.

- (1) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (2) Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, with Special Class Authorization
- (3) Speech-Language Pathology Services Credential in Language, Speech and Hearing with Special Class Authorization
- ~~(4)~~ The Special Education Specialist Instruction Credential for the Severely Handicapped
- ~~(4)(5)~~ The Special Education Specialist Credential for the Communication Handicapped provided the following conditions have been met:

(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.

(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).

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.3, 44268, and 44343, Education Code; 34 C.F.R. Part 300.78 (~~bc~~)(1); and 20 USC 1401(a)(~~13~~)and (~~1530~~).

§80047.5. Authorization Credentials for Special Class to Provide Instructional Services to Students With Primary Disability: Speech and or Language Impairment.

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 300.78(~~bc~~)(11) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Special Education Specialist Instruction Credential for the Communication Handicapped
- (b) Clinical or Rehabilitative Services Credential in Language, Speech and Hearing with the Special Class Authorization
- (c) Speech-Language Pathology Services Credential in Language, Speech and Hearing with Special Class Authorization
- (~~d~~) Standard Teaching Credential with the Minor—Speech and Hearing Handicapped
- (~~d~~) (~~e~~) Restricted Special Education Credential--Speech and Hearing Therapy
- (~~e~~) (~~f~~) Limited Specialized Preparation Credential--Speech and Hearing Handicapped
- (~~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 300.78 (~~bc~~)(11); and 20 USC 1401(a)(~~13~~) and (~~1530~~).

§80047.6. Authorization Credentials for Special Class to Provide Instructional Services to Students With Primary Disability: Deafness or Hearing Impairment.

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 300.78(b)(3) and 300.~~78~~ (~~bc~~)(~~45~~) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing
- (b) Special Education Specialist Instruction Credential for the Communication Handicapped
- (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(~~bc~~) and 44343, Education Code; 34 C.F.R. Part 300.78(b)(3) and 300.78 (b)(45); and 20 USC 1401(a)(1) and (15).

§80047.7. Authorization Credentials for Special Class to Provide Instructional Services to Students With Primary Disability: Deaf-Blindness.

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 300.78 (~~bc~~)(2) of Title 34 Code of Federal Regulations, Subpart A.

(a) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing

(b) Education Specialist Instruction Credential: Visual Impairments

(c) Education Specialist Instruction Credential: Moderate/Severe Disabilities

(d) Special Education Specialist Instruction Credential for the Communication Handicapped

(e) Special Education Specialist Instruction Credential for the Visually Handicapped

(f) Special Education Specialist Instruction Credential for the Severely Handicapped

(g) Restricted Special Education--Deaf-Blind, and Severely Hard-of-Hearing

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5(a)(b), 44343, Education Code; 34 C.F.R. Part 300.78 (~~bc~~)(2); and 20 USC 1401(a)(~~43~~)and (~~45~~30).

§80047.8. Authorization Credentials for Special Class to Provide Instructional Services to Students With Primary Disability: Visual Impairment including Blindness.

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 300.78 (~~bc~~)(13) of Title 34 Code of Federal Regulations, Subpart A.

(a) Education Specialist Instruction Credential: Visual Impairments

(b) Special Education Specialist Instruction Credential for the Visually Handicapped

(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

(d) Standard Teaching Credential With the Minor--Visually Handicapped

- (e) Restricted Special Education Credential--Visually Handicapped
- (f) Limited Specialized Preparation Credential--Visually Handicapped
- (g) Special Secondary Credential--Partially Sighted Child
- (h) Special Secondary Credential--Blind
- (i) Exceptional Children Credential--Visually Handicapped

NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5(a) and 44343, Education Code; 34 C.F.R. Part 300.78 (b)(13); and 20 USC 1401(a)(3) and (530).

§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.

(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 300.78 (b)(78), of Title 34 Code of Federal Regulations, Subpart A, or "other health impairment" as defined in subsection 300.78 (b)(89) of Title 34 Code of Federal Regulations, Subpart A, or "traumatic brain injury" as defined in subsection 300.78 (b)(12) of Title 34 Code of Federal Regulations, Subpart A.

- (1) Education Specialist Instruction Credential: Physical and Health Impairments
- (2) Special Education Specialist Instruction Credential for the Physically Handicapped
- (3) Standard Teaching Credential with the Minor-Orthopedically Handicapped, including the Cerebral Palsied
- (4) Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (5) Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (6) Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied

(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.

- (1) Education Specialist Instruction Credential: Mild/Moderate Disabilities

NOTE: Authority Cited: Sections 44225 and 56339, Education Code. Reference: Sections 44265, 44265.5(c) and 44343, Education Code; 34 C.F.R. Part 300.78 (b)(78), (89) and (12); and 20 USC 1401(a)(3) and (530).

~~§80048.2. Specific Requirements for the Preliminary and Professional Clear Specialist Instruction Credential in Special Education.~~

~~(a) The minimum requirements for the preliminary Specialist Instruction Credential in Special Education shall include all of the following:~~

~~(1) A baccalaureate or higher degree from a regionally accredited institution of higher education;~~
~~(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;~~

~~(3) Passage of the California Basic Education Skills Test described in Education Code section 44252; and~~

~~(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.~~

~~(b) The minimum requirements for the professional clear Specialist Instruction Credential in Special Education shall include all of the following:~~

~~(1) A baccalaureate or higher degree from a regionally accredited institution of higher education;~~

~~(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~~

~~(3) Possession of a California Multiple or Single Subject Teaching Credential or an equivalent California Teaching Credential issued under prior statutes and regulations.~~

~~(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.~~

~~(2) Preliminary Specialist Instruction Credentials in Special Education shall not be initially issued after June 30, 1998.~~

~~(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 prerequisite teaching credential is valid for life.~~

~~(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.~~

~~(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.~~

~~(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.~~

~~(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:~~

- ~~(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;~~
- ~~(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;~~
- ~~(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;~~
- ~~(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);~~
- ~~(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~~
- ~~(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.~~

~~NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44252, 44265, 44280, 44281, 44310, 44259(b)(4) and 44335, Education Code.~~

§80048.3. Specific Requirements for the Preliminary Level I Education Specialist Instruction Credential

(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 (87):

- (1) a baccalaureate or higher degree from a regionally accredited institution of higher education;
- (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;
- (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;
- (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

(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 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

~~(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

~~(8) verification of an offer of employment. The employment requirement may be met in one of the following ways:~~

~~(A) Employment in a position requiring the Education Specialist Instruction Credential in a public school or private school of equivalent status; or~~

~~(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:~~

~~1. Possession of a non special education credential that authorizes employment in the position;~~

~~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;~~

~~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~~

~~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.~~

~~(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 completion of all requirements for the preliminary level I credential and authorizes the holder to seek employment.

(b) Period of Validity.

(1) A preliminary level I Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsections (a) is valid for five years.

(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.

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.

§80048.4. Specific Requirements for the ~~Professional~~ Clear Level II Education Specialist Instruction Credential.

(a) The minimum requirements for the ~~professional~~ clear level II Education Specialist Instruction Credential include all of the following:

- (1) possession of a preliminary level I Education Specialist Instruction Credential;
- (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~~;
- (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~~
- (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 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.
 - (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.
 - (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:
 1. Coursework provided by the preparing institution of higher education accredited by the Committee on Accreditation.
 2. Field experience elements within the accredited program which are in addition to academic credit given.

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.
- (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
- (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) 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.

- (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.
- (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.

(d) Period of Validity.

- (1) A ~~professional~~ clear level II Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsections (a) is valid for five years.

NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44227, 44251, 44259, ~~and~~ 44265 and 44373, Education Code.

§80048.6. Authorizations for Education Specialist Instruction Credentials and the Early Childhood Special Education Certificate Added Authorization.

- (a) The following definitions apply to authorizations for All-Education Specialist Instruction Credentials and the Early Childhood Special Education Certificate Added Authorization:
authorize.

- (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.
- (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.
- (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.
- (b) The following authorizations refer to the disabilities defined in Title 34 Code of Federal Regulations:
- (1) The Education Specialist Instruction Credential: Mild/Moderate Disabilities authorizes the holder to conduct educational assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, 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, 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.
- (2) The Education Specialist Instruction Credential: Moderate/Severe Disabilities authorizes the holder to conduct educational assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, provide ~~special education~~ instruction, and special education related services to individuals with a primary disability of autism, moderate/severe mental retardation, deaf-blindness, ~~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.
- (3) The Education Specialist Instruction Credential: Deaf and Hard-of-Hearing authorizes the holder to conduct educational assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, provide ~~special education~~ instruction, and special education related services to individuals with a primary or secondary disability of deafness or hard-of-hearing, or deaf-blindness, 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.

(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.

- (4) The Education Specialist Instruction Credential: Physical and Health Impairments authorizes the holder to conduct educational assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, 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 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.
- (5) The Education Specialist Instruction Credential: Visual Impairments authorizes the holder to conduct educational assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide ~~special education~~ instruction, and special education related services to individuals with a primary disability of visual impairment including blindness and deaf-blindness, to students from birth through grade 12 age 22, and classes organized primarily for adults in services across the continuum of program options available.
- (6) The Education Specialist Instruction Credential: Early Childhood Special Education authorizes the holder to conduct educational assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals and provide instructional and special educational 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.
- (7) The Early Childhood Special Education Certificate Added Authorization authorizes the holder to conduct educational assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals and provide instructional and special educational 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.

(8) The Education Specialist Instruction Credential: Communication Development authorizes the holder to conduct educational assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, 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.

(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.

(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.

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).

§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;

(2) The completion of a Commission-approved preliminary Education Specialist program of professional preparation, as appropriate to the specialty area(s) sought;

- (3) Meet the basic skills requirement as described in Education Code §44252, unless exempt by statute or regulation;
 - (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;
 - (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
 - (D) candidates for the specialist credential in Early Childhood Special Education are exempt from the subject matter knowledge 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 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;
 - (7) completion of the study of health education, as described in Education Code Section 44259(c)(4)(A);
 - (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);
 - (9) completion of the study of English learners as described in Education Code Section 44259.5(c);
 - (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
 - (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).
- (b) Period of Validity.
- (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.

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.

§80048.8.1. Specific Requirements for the Clear Education Specialist Instruction Credential.

(a) The minimum requirements for the clear Education Specialist Instruction Credential for a candidate prepared in California include all of the following:

(1) possession of a preliminary or preliminary Level I Education Specialist Instruction Credential;

(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 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;

(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 designee and may be revised as needed upon agreement by same parties;

(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;

(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

(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.

(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).

(c) Period of Validity.

(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.

NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44251, 44259, 44265 and 44373, Education Code.

§80048.9. Speech-Language Pathology Services Credential in Language, Speech and Hearing.

(a) The minimum requirements for the preliminary Speech-Language Pathology Services Credential include (1) through (5).

(1) Master's degree or higher in communication disorders or a closely related field, from a regionally accredited institution of higher education;

(2) Completion of one of the following:

(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

(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;

(3) Meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statute or regulation;

(4) One of the following:

(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

(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

(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.

(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.

(c) The minimum requirements for the clear Speech-Language Pathology Services Credential in Language, Speech and Hearing shall include (1) through (3):

(1) passing score on the Educational Testing Services Praxis II Speech-Language Pathology Test;

(2) completion of a 36-week, full-time, mentored clinical experience or equivalent supervised practicum, and

(3) One of the following:

(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;

(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.

(d) An individual who completes the requirements for the preliminary and clear credential may apply as listed below:

~~(A)~~ (1) 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

~~(B)~~ (2) the out-of-state prepared candidate may apply directly to the Commission.

(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.

(f) A preliminary or clear Speech-Language Pathology Services Credential in Language, Speech and Hearing authorizes the holder to conduct language, speech, and hearing clinical 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.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44265.3, and 44373 Education Code.

§80048.9.1. Clinical or Rehabilitative Services Credential: Orientation and Mobility.

(a) The minimum requirements for the clear Clinical or Rehabilitative Orientation and Mobility Services Credential include (1) through (5).

(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;

(2) Completion of one of the following:

(A) a specialized and professional preparation program in Orientation and Mobility taken in California and accredited by the Committee on Accreditation; or

(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;

(3) Meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statute or regulation;

(4) One of the following:

(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

(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

(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.

(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.

(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.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44268 and 44373, Education Code.

§80048.9.2. Clinical or Rehabilitative Services Credential: Audiology

(a) All of the following for the clear credential:

(1) Master's or higher degree;

(2) Completion of one of the following:

(A) a specialized and professional preparation program in audiology taken in California and accredited by the Committee on Accreditation; or

(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

- (C) a valid Audiology License issued by the State of California;
- (3) Meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statute or regulation;
- (4) One of the following:
- (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
- (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
- (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.
- (b) A Clear Audiology Services Credential issued on the basis of the completion of all the requirements in subsection (c) shall be issued initially for five years.
- (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.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44268 and 44373, Education Code.

§80048.9.3. Definition of Continuum of Program Options for all Other Related Special Education Services Credentials.

- (a) The following definitions apply to authorizations for Services Credentials in sections 80048.9 through 80048.9.2.
- (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.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44225, 56061, 56360, 56361, 56365 and 56366, Education Code.