

COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814-7000

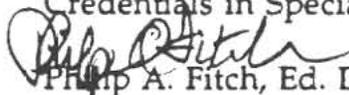


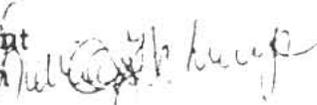
OFFICE OF THE EXECUTIVE DIRECTOR

Coded Correspondence # 93-9308

March 15, 1993

To: Persons Interested in Requirements for Specialist Instruction
Credentials in Special Education

From:  Philip A. Fitch, Ed. D., Executive Director

Marie G. Schrup, Ed. D., Consultant
Program Evaluation and Research 

Re: Commission Action on the Prerequisite Teaching Credential for
Specialist Instruction Credentials in Special Education

The Commission on Teacher Credentialing has made the first of a series of decisions affecting credentials in special education. On March 4, 1993, the Commission voted to eliminate the requirement that a regular education teaching credential (Multiple or Single Subject Credential) be earned as a prerequisite to a special education teaching credential. However, the Commission also adopted as policy the requirement that all special education teaching credential programs include coursework and fieldwork in regular education, as is required under Education Code Section 44265. As part of the policy, institutions would be required to allow those teachers who obtain a special education teaching credential and then choose to complete a Multiple or Single Subject Credential to apply the regular education coursework and fieldwork from the special education program toward the second credential.

As with any changes in Commission policy influencing licensure, a number of activities will be required before these changes become effective. Standards of Program Quality and Effectiveness for Special Education Specialist and Services Credential programs need to be developed by advisory panels, and the regulation adoption process (including formal public hearings), must be completed before the Multiple or Single Subject Credential is no longer required. As the attached timeline reflects, it is anticipated that approximately two years will be needed to develop and recommend new special education program standards and to implement these standards at institutions of higher education. During this interim period, the existing requirements will remain in place.

At the March 4 meeting, the Commission also voted to maintain separate and distinct credentials for teachers of Visually Handicapped, Communication Handicapped for Deaf and Hard of Hearing, Physically Handicapped (with a name change to Orthopedically Handicapped), and Clinical Rehabilitative Services Credentials in Orientation and Mobility, Language/Speech/Hearing and Audiology.

The Commission's staff will prepare reports on other special education structural issues for action by the Commission starting at the May 1993 meeting. These issues will include two-level special education preparation, the proposal to establish Mild/Moderate and Moderate/Severe Disabilities credentials, the proposal to establish an Early Childhood Special Education Credential, and the Clinical Rehabilitative Services Credential Special Class Authorization. Questions regarding the above changes should be addressed to Dr. Marie Schrup at the Commission.

Institutions of higher education, county offices of education and school districts need to inform and advise candidate in preparation programs and teachers serving on emergency credentials, waivers, and the Preliminary Special Education Specialist Credential for out-of-state trained teachers, about current and pending actions of the Commission related to special education credential requirements. The Commission will provide for a period of transition as institutions develop special education programs under new standards. Additional coded correspondence will be released as further decisions are made.

In addition, the Commission's Task Force on Waivers and Emergency Permits will be proposing policies in the near future to govern the Commission's waiver system and the issuance of special education emergency credentials.

Attachment

SPECIAL EDUCATION SPECIALIST CREDENTIAL

CREDENTIAL REQUIREMENTS COMMON TO BOTH SPECIAL EDUCATION AND REGULAR EDUCATION

- Baccalaureate Degree
- CBEST
- Subject Matter Verification
- Coursework in Regular Education Classes
- Alternative Methods of Reading
- Fieldwork in Regular Education Classes
- U.S. Constitution
- Health Education
- Computers
- Fifth Year of Study

REQUIREMENTS FOR SPECIAL EDUCATION SPECIALIST (CH, LH, PH, SH, VH)

- Concentrated Study in Specific Special Education Area
- Fieldwork in the Area of the Specialty



**TENTATIVE TIMELINE FOR COMMISSION ACTIVITIES
RELATED TO RESTRUCTURING OF SPECIAL EDUCATION CREDENTIALS**

1993

- May/
June Commission to take action on structural issues related to special education credentials including: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Early Childhood Special Education, Services credentials, the two stage preparation, and where regular education preparation would fit.
- July Request authorization to form advisory panel(s) to guide the development of Standards of Program Quality for Special Education
- August/
September Call for nominations for Advisory Panel(s) in Special Education
- October/
November Convene Advisory Panel(s) in Special Education
- Begin Title 5 rulemaking process for changes in regulations related to special education credentials

1994

- Hold public hearings on proposed Title 5 changes
- Present draft standards to Commission for preliminary review
- Present draft standards to Commission for approval to disseminate to field for comment
- Hold regional public forums on draft standards for special education
- Report to the Commission on comments from the field; revise standards as necessary
- Complete rulemaking process for changes in Title 5 regulations
- Present Standards to Commission for adoption
- Hold regional meetings to discuss implementation of new standards, development of program documents, and timeline for transitions to new standards

1994-95

- Field test new standards for special education during 1994-95 program evaluation cycle

1995-96

- All program evaluations in special education to be based on new standards for special education