

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814-7000
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97-9703

DATE: February 14, 1997

TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed. D.
Executive Director

SUBJECT: Proposed Amendments of Sections 80023, 80024.3, 80046.5, 80047, 80047.1, 80047.2, 80047.3, 80047.4, 80047.5, 80047.6, 80047.7, 80047.8, 80047.9, and 80048.2 and Proposed Addition of Sections 80024.3.2, 80048.3, 80048.4, 80048.5, and 80048.6 of Title 5, California Code of Regulations, Pertaining to Special Education

NOTICE OF PUBLIC HEARING IS HEREBY GIVEN:

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. The added text is underlined, while the ~~deleted~~ is lined-through. The public hearing is scheduled on:

April 3, 1997
1:30
Hilton Hotel
2200 Harvard Street
Sacramento, California

STATEMENT OF REASONS

The proposed regulations will do the following:

- update special education authorizations to more closely match current practice and needs found in California public schools;
- remove the basic (prerequisite) teaching credential requirement from the special education teaching credentials, yet retain those requirements that would assist the special education teacher to integrate students into general education classes;
- incorporate resource specialist competencies into all basic special education preparation programs;
- establish a professional level II component that includes some advanced level training and on-the-job support beyond that of an entry-level teacher; and
- require institutions and employers to work with teachers to develop individualized preparation program plans as part of the professional clear Level II component;
- offer more alternative ways to qualify for initial emergency special education teaching permits;
- create an early childhood special education authorization to complement the mandates in federal and state law;
- incorporate special education terms consistent with those used in federal regulation.

Proposed Changes

The proposed amendments and additions to the special education regulations are based on the recommendations from task forces and advisory panels working with the Commission since 1989. The regulations will make major changes to the special education credentialing structure while continuing to meet state and federal mandates for serving students with disabilities. These changes include updating special education authorizations to meet the current needs and practices found in California public schools, re-structuring the regulations to help alleviate the special education teacher shortage, including a professional level preparation for special education teachers, and establishing an early childhood special education authorization. These changes are discussed below.

** Specific changes are outlined in detail on the side column of the attached text of the regulations.

Updating Authorizations to Current Needs and Practice in Schools

For some years it has been apparent that the authorizations of current special education credentials do not meet the needs and practices of California schools. This has been due, in part, to the placement of special education children based on the results of their Individual Education Plans (IEPs) as opposed to "fitting" them into the available programs. This disconnection between needs and credentials is also exemplified by both the need for early intervention for pre-kindergarten children with disabilities and the increased focus on including children with special needs in regular education programs.

Under the current structure, employers and IEP teams are often forced, out of necessity, to choose one disability category over another when determining student placement under either the Learning Handicapped or Severely Handicapped authorizations. However, many students with disabilities have needs that cross these categories. The recommendation to establish the Mild/Moderate Disabilities and Moderate/Severe Disabilities authorizations acknowledges the diverse group of learners served by the public school special education programs and allows the IEP team to recommend the most appropriate placement for each child.

Re-structuring of the Authorized Age Range/Grades

All current special education credentials authorize service in preschool, grades kindergarten, first through twelfth and in adult programs. However, credential programs focus on the school-age population rather than the need for services available to young children who are developmentally delayed or who have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. These proposed regulations will establish an Early Childhood Special Education authorization for children from birth through pre-kindergarten that will parallel the Mild/Moderate Disabilities and Moderate/Severe Disabilities authorizations. The Mild/Moderate Disabilities and Moderate/Severe Disabilities authorizations will be restricted to grades kindergarten, grades 1 through 12, and classes organized primarily for adults.

The authorizations for service in the "low incidence disabilities" (defined as visually impaired, deaf and hard-of-hearing, deaf-blind, and orthopedically handicapped) will remain the same as under the current structure: preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults. The needs of students with low incidence disabilities or "sensory impairments" are specialized and unique, and require early access to teachers with specialized preparation.

Eliminating the Prerequisite Credential

The current special education credential requires that an individual also hold a prerequisite teaching credential for the general classroom. The prerequisite credential requirement means the individual interested in teaching special education children must first complete a year-long professional program, including student teaching, in general education before completing another year or more of preparation for the specialist credential. This commitment of time and resources results in many individuals leaving the field before reaching their special education credential goal. By eliminating the prerequisite credential, yet retaining important components of the general education preparation, the proposed regulations will induce more individuals into the field while providing a more realistic training sequence.

Data from the Commission and the California Department of Education over the last ten years confirms that there is a severe shortage of special education teachers in California. During the 1994-95 school year, nearly 5,000 less-than-fully-qualified teachers were working in special education settings in the public schools on emergency permits and waivers. In the same year, new Special Education Specialist Credentials were issued to only 2,176 fully prepared and qualified teachers. It is reasonable to expect that this trend will continue, given the continued growth in special education enrollments in the public schools unless some changes are made. Elimination of the prerequisite credential and new teacher support discussed below would aid in relieving the shortage.

Infusing Resource Specialist Competencies in New Credentials

All the proposed special education credentials will include the resource specialist competencies and authorization so a separate certificate will not be needed as with the current Resource Specialist Certificate of Competence. The new credentials will authorize individuals to provide instruction and services to special education students both in a special day class and on a pull-out basis with students who are assigned to general classrooms. This change will not affect the validity of existing resource specialist certificates.

Including General Education Component

The Commission and its advisory panels agreed that eliminating the prerequisite credential meant there must be non-special education components in the proposed special education structure. The federal legislative mandate for "least restrictive environment" calls for states to consider different ways of accommodating the needs of all students. With special education students often placed in general education classrooms, special education teachers must be able to support this process, by collaborating with the general classroom teacher and by integrating the core curriculum into the special education studies to prepare these students for the general education setting.

In order for special education teachers to understand and work within the methodology and curriculum of the general education classroom, competencies have been incorporated into the proposed special education structure to meet this need. Some of the requirements are statutory requirements for all teaching credentials and must be included. Others, required for the Multiple and Single Subject Teaching Credentials, are believed to be beneficial to both teachers of special education and general education students.

Supporting New Teachers within Professional Level II Preparation

Based on the information provided by the Beginning Teacher Support and Assessment (BTSA) Program, one of the main reasons newly trained teachers leave the profession is lack of support once they are in their own classroom. Level I preparation program would include courses and experiences that emphasize the skills and knowledge needed by all special educators, and a cross section of unique competencies needed to serve students with specific disabilities authorized by the credential. The collaboration of employers and institutions of higher education in the development of individualized preparation program under professional Level II along with elimination of the general education credential will encourage larger numbers of individuals to pursue and continue their careers in special education. As part of Level II requirements, teachers will need to have at least two years of successful special education experience while holding the preliminary Level I Credential.

The proposed requirements for the professional clear Level II Education Specialist Instruction Credential are designed to provide advanced skills and knowledge for the new educator. The professional level preparation includes an individualized preparation program plan including university coursework and an option to satisfy a quarter of the program with alternative training. The individualized preparation program plan will be developed in collaboration with the teacher, the approved institution and the employer. This will give the educators an opportunity to discuss their needs and goals with individuals who have expertise in the field of special education. The current professional growth requirements will continue to be required for renewal of the professional clear Level II credential.

Expanding Options for the Emergency Permit

Under the existing structure, only individuals who have passed the California Basic Educational Skills Test (CBEST), and have either 1) a valid California teaching credential requiring a baccalaureate degree and a professional preparation program, including student teaching, or 2) an out-of-state special education credential requiring a baccalaureate degree are eligible for an emergency special education permit. Because of the shortage of special education teachers, the number of those eligible for the current emergency permit are insufficient so many employers are forced to seek waivers of special education credential. Maintaining only these two options in the proposed structure would ignore two valid sources of prospective special education teachers. One source is among paraprofessionals who have at least three years of successful experience in the special education classroom and have completed a baccalaureate degree and passed the CBEST. These individuals have practical experience working with children with disabilities in a learning environment. They are familiar with the curriculum, the learning processes, and the other unique needs of these students. The other source of potential educators are those individuals who have baccalaureate degrees, have passed the CBEST, and have completed at least nine semester units either in special education or in a combination of special education and general teacher education coursework. The new regulations will allow individuals enrolled in a special education program to be placed in the classroom while completing their credential requirements, similar to those seeking general education teaching credentials.

Establishing an Early Childhood Special Education Authorization

California Department of Education special education enrollment data for 1996 show that 63,727 children from birth to age 5 were served in special education programs across the state. As service demands for young children continue to grow and California implements the federal law under Public Law 99-457, Part H, the need for qualified early childhood special education teachers and a more appropriate and flexible credentialing system will continue to grow.

The existing Ryan credential structure does not provide adequate preparation for special education teachers to work with children under the age of five. The curricula and service delivery practices used in early childhood special education are qualitatively different from those used in general early childhood programs and from those used in school age programs. Obtaining the Early Childhood Special Education authorization will give individuals the appropriate experience and an understanding of the unique needs of these young children and their families.

DOCUMENTS RELIED UPON IN PREPARING REGULATIONS

A Study of Competencies Needed by Beginning Special Education Teachers, 1991

A Report of the Special Education Competency Study Advisory Committee

Report of the Public Forums on Results of the Special Education Competency Study and Draft Recommendations

Recommendations of the Collaborative Task Force to Restructure Special Education Credentials, August and December 1992

Individuals with Disabilities Education Act (IDEA) 20 USC Chapter 33 (PL 94-142)

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

California Department of Education Special Education Enrollment Data, April 1996 including cumulative data from 1987 to 1996.

Collaborative Task Force to Restructure Special Education Credentials, presented to the Commission in August, 1992

Public Comment on the Recommendations of the Collaborative Task Force to Restructure Special Education Credentials, January 1993

A Special Report on Special Education Personnel Preparation and Credentialing for the 1990s--Ad Hoc Committee on Special Education Personnel Availability, February 1990

Staff Analysis of the Recommendations of the Advisory Panel on Ways to Streamline the Credentialing System, October 1992

Statistical Reports from the Credential Automation System

IHE Tuition

List of Commission-Approved Special Education and Clinical Rehabilitative Services Credential Programs in California

Success for Beginning Teachers -- The California New Teacher Project, Commission on Teacher Credentialing and California Department of Education, 1988-92, 1992

Report on the Implementation of the Beginning Teacher Support and Assessment Program (1992-94), Commission on Teacher Credentialing and California Department of Education, December 1994

Winners All: A Call For Inclusive Schools (1992), National Association of State Boards of Education

Early Childhood Special Education Competencies (2/21/94) Division for Early Childhood (DEC), Council for Exceptional Children

Final Report California Early Intervention Personnel Model, Personnel Standards, and Personnel Preparation Plan, February 1990

DOCUMENTS INCORPORATED BY REFERENCE

None.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments on the proposed actions. The written comment period closes at 5:00 p.m. on April 2, 1997.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

SUBMISSION OF WRITTEN COMMENTS

A response form is attached for your use when submitting written comments to the Commission. Please send it to the Commission at 1812 9th Street, Sacramento, CA 95814-7000, so it is received at least one day prior to the date of the public hearing,

PUBLIC HEARING

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda. Please contact the Executive Director's office at (916)445-0184 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide twenty-five copies. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

MODIFICATION OF PROPOSED ACTIONS

If the Commission proposes to modify the actions hereby proposed, the modifications (other than nonsubstantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

CONTACT PERSON/FURTHER INFORMATION

Inquiries concerning the proposed action may be directed to Marie Schrup at (916)327-2966. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. In addition, all the information on which this proposal is based is available for inspection and copying.

Attachments

PROPOSED TITLE 5 REGULATIONS: SPECIAL EDUCATION

80023. Types of Emergency Permits.

The following types of emergency permits are governed by the provisions of Sections 80023.1 through 80026.6, except 80025.

- (a) Emergency Multiple Subject Teaching Permit.
- (b) Emergency Multiple Subject Teaching Permit with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis.
- (c) Emergency Multiple Subject Teaching Permit with a Crosscultural, Language and Academic Development (CLAD) Emphasis.
- (d) Emergency Single Subject Teaching Permit with an authorization to teach one or more of the subjects identified in Education Code Section 44282.
- (e) Emergency Single Subject Teaching Permit with a Bilingual, Crosscultural Language and Academic Development (BCLAD) Emphasis with an authority to teach one or more subjects identified in Education Code Section 44282.
- (f) Emergency Single Subject Teaching Permit with a Crosscultural, Language and Academic Development (CLAD) Emphasis with an authority to teach one or more subjects identified in Education Code Section 44282.
- (g) Emergency Specialist Instruction Permit for Teaching the Learning Handicapped.
- (h) Emergency Specialist Instruction Permit for Teaching the Severely Handicapped.
- (i) Emergency Specialist Instruction Permit for Teaching the Physically Handicapped.
- (j) Emergency Specialist Instruction Permit for Teaching the Communication Handicapped.
- (k) Emergency Specialist Instruction Permit for Teaching the Visually Handicapped.
- (l) Emergency Resource Specialist Permit.
- (m) Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing
- (n) Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, including the Special Class Authorization.
- (o) Emergency Library Media Teacher Services Permit.
- (p) Emergency Bilingual, Crosscultural, Language and Academic Development (BCLAD) Permit.
- (q) Emergency Crosscultural, Language and Academic Development (CLAD) Permit.
- (r) Emergency Education Specialist Instruction Permit: Mild/Moderate Disabilities.
- (s) Emergency Education Specialist Instruction Permit: Moderate/Severe Disabilities.
- (t) Emergency Education Specialist Instruction Permit: Physical and Health Impairments.
- (u) Emergency Education Specialist Instruction Permit: Deaf and Hard-of-Hearing.
- (v) Emergency Education Specialist Instruction Permit: Visual Impairments.
- (w) Emergency Education Specialist Instruction Permit: Early Childhood Special Education.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), 44265, and 44300 Education Code.

The names of the new Emergency Education Specialist Instruction Permit categories have been added to the list of emergency permits that may be issued by the Commission.

80024.3 Emergency Specialist Instruction Permits for Teaching the Learning Handicapped, the Severely Handicapped, the Physically Handicapped, the Communication Handicapped, or the Visually Handicapped.

- (a) Requirements for the initial issuance of an Emergency Specialist Instruction Permit for Teaching the Learning Handicapped, the Severely Handicapped, the Physically Handicapped, the Communication Handicapped, or the Visually Handicapped include all of the following:
- (1) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.
 - (2) Either (A) or (B) below:
 - (A) The applicant must possess a valid California teaching credential requiring a baccalaureate degree and a professional preparation program, including student teaching, or
 - (B) The applicant must possess or show eligibility for an out-of-state credential in Special Education requiring a baccalaureate degree, and have completed a program approved by the responsible state licensing agency at a regionally accredited institution.
 - (3) The applicant must demonstrate intent to enroll in a Commission-approved program for the appropriate Special Education Specialist Instruction Credential or the basic teaching credential within the valid period of the emergency permit.
 - (4) ~~Emergency Specialist Instruction Permits for teaching the Communication Handicapped and Visually Handicapped shall not be issued initially after June 30, 2000~~ June 30, 1998.
- (b) To renew an Emergency Specialist Instruction Permit for Teaching the Learning Handicapped, the Severely Handicapped, the Physically Handicapped, the Communication Handicapped, or the Visually Handicapped the applicant and the employing agency must meet the requirements for renewal of emergency permits specified in Section 80026.6.
- (1) Emergency Specialist Instruction Permits shall not be renewed after June 30, 2001.
- (c) Authorization: An Emergency Specialist Instruction Permit authorizes the same service as the Specialist Instruction Credential in the authorized field(s) listed on the permit.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

The amendments in this section will aid in the transition to the new special education structure. Holders of the current emergency permits are enrolled in the present credential programs and need time to complete this while they continue teaching.

(a)(4): Initial emergency permits in the current categories will be issued only until 6-30-98. After that date, new applicants must qualify under the proposed emergency permit regulations.

(b)(1): Emergency permits in the current categories will be renewed until 6-30-2001. This will give individuals at least 2 years to satisfy all of the current credential requirements. IHEs will not be able to recommend candidates for the current Ryan credentials after that date. If an individual is unable to complete the program by then, they may qualify for a proposed emergency permit.

<p>80024.3.2 Emergency Education Specialist Instruction Permits.</p> <p>(a) Requirements for the initial issuance of an Emergency Education Specialist Instruction Permit in the areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard-of-Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education include all of the following:</p> <p>(1) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.</p> <p>(2) In addition, the applicant must meet (A), (B), (C) or (D) below:</p> <p>(A) must possess a valid California teaching credential requiring a baccalaureate degree and a professional preparation program, including student teaching, or</p> <p>(B) must possess or show eligibility for an out-of-state credential in special education requiring a baccalaureate degree, and have completed a program approved by the responsible state licensing agency at a regionally accredited institution, or</p> <p>(C) must verify a minimum of three years of successful full time classroom experience, or the equivalent in part-time experience, working with special education students in a public or state certified nonpublic school with students in the age range of the authorization being requested, or</p> <p>(D) must verify a minimum of nine semester units of coursework with a grade of "C" or better in special education or in a combination of special education and regular education that are appropriate to a special education or regular education teaching credential.</p> <p>(3) The applicant must demonstrate intent to enroll in a program accredited by the Committee on Accreditation for the appropriate Education Specialist Instruction Credential within the valid period of the emergency permit.</p>	<p>This section outlines the emergency permit requirements under the new special education credential structure.</p> <p>(a)(1): Refers to the current, general requirements: BA & CBEST.</p> <p>(a)(2): The third requirement may be satisfied by any 1 of 4 options.</p> <p>(a)(2)(A) & (B): These are the current options for obtaining an emergency permit;</p> <p>(a)(2)(C) & (D): These are new options. In light of the special education teacher shortage, option (C) is designed to encourage special education paraprofessionals to further their careers. Option (D) proposes that nine units of regular and/or special education coursework be required for an initial emergency permit. This is consistent with the number of subject matter units required for an Emergency Single Subject.</p> <p>(a)(3): As under the current structure, the individual must show intent to enroll in the appropriate new special education program.</p>
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<p>(b) <u>To renew an Emergency Specialist Instruction Permit in the areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard-of-Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education, the applicant and the employing agency must meet the requirements for renewal of emergency permits specified in 80026.6.</u></p> <p>(1) <u>The applicant who completed a professional preparation program as described in Section 80048.3(b)(2) must complete at least six semester units of coursework toward completion of the requirements described in Section 80048.3(b)(4) through (8) in lieu of the requirements described in 80026.6 (a)(5)(A).</u></p> <p>(c) <u>Authorization: An Emergency Education Specialist Instruction Permit authorizes the same service as the Education Specialist Instruction Credential in the authorized field(s) listed on the permit.</u></p> <p>NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), 44265, 44300 and 44373 Education Code.</p>	<p>(b): Except for those in (1), applicants must verify enrollment in the program and completion of 6 semester units towards full certification.</p> <p>(b)(1): Out-of-state applicants who have completed a professional preparation program in one of the categories must work toward completing subject matter, reading, regular education pedagogy and experience, and US Constitution to renew their emergency.</p> <p>(c): The emergency authorizes the same service as the Level I & II credentials.</p>
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80046.5. Handicapped Children With Specific Learning Disabilities Who May Be Served by Holders of Special Education Credentials Credential Holders Authorized To Serve Children With Disabilities.

- (a) ~~The two criteria for determining the placement of handicapped Credentials holders who are authorized to serve children with specific learning disabilities who may be served by holders of special education credentials are as follows~~
- (1) ~~must possess a credential that authorizes teaching the primary disability~~ The primary handicapping condition, as defined in Title 34 of the Code of Federal Regulations, of the majority of pupils within the special education class, and as determined by
 - (2) ~~The program placement recommendation contained within the Individualized Education Program.~~
- (b) ~~When there is conflict between criteria (a)(1) and (a)(2), the recommendation contained in the Individualized Education Program will take precedence.~~

NOTE: Authority cited: Sections 22, 44225 and 56342, Education Code. Reference: Sections 44265, 44265.5, 44343, 44349 and 56340-56347, Education Code; and 20 USC 1401(1)(15). ~~(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11346.2(d); Register 86, No. 52).~~

The new wording is consistent with Federal Law and Part 30 of the Education Code, §56001(n) governing special education programs in California. This proposed change is intended to focus on the teachers and the Individualized Education Program (IEP).

80047. Authorization for Special Class With Primary Disabilities: Specific Learning Disability or Mentally Retarded Mental Retardation (Mild/Moderate).

Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning mild or moderate~~ disabilities in a special day class in which the primary disability is "specific learning disability" as defined in ~~subsection 300.5(b)(9) of Title 34 Code of Federal Regulations. Subpart A:~~ or "mentally retarded mental retardation" as defined in ~~subsection 300.5(b)(4) of Title 34 Code of Federal Regulations, Subpart A.~~

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

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(5) and (10); and 20 USC 1401(1)(15). (Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).

§80047-80047.9

The proposed changes to the terms in §80047 through 80047.9 are consistent with the current definitions in Federal regulation under the Individuals with Disabilities Act, Part B Regulations, 34 C.F.R. Part 300.7 (b).

The new credential names have been added under each disability category to guide employers, credential analysts, and others in the assignment of teachers.

For reading ease, specific reference to federal regulations has been moved to the NOTE at the end of each section.

§80047:
Mild/Moderate Disabilities is added as a credential category.

80047.1. Authorization for Special Class With Primary Disability: Mentally Retarded Mental Retardation (Moderate/Severely).

Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning~~ moderate or severe disabilities in a special day class in which the primary disability is "~~mentally retarded mental retardation~~" as defined in ~~subsection 300.5(b)(4)~~ of Title 34 Code of Federal Regulations, ~~Subpart A~~.

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

(a)(b) Special Education Specialist Instruction Credential for the Severely Handicapped

(b)(c) Standard Teaching Credential with the Minor-Mentally Retarded

(e)(d) Restricted Special Education Credential--Trainable Mentally Retarded

(d)(e) Limited Specialized Preparation Credential--Mentally Retarded

(e)(f) Special Secondary Credential--Mentally Retarded

(f)(g) Exceptional Children Credential--Mentally Retarded

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(5); and 20 USC 1401(1)(15).

(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).

Moderate/Severe Disabilities has been added to this list of authorizations.

80047.2. Authorization for Special Class With Primary Disability: ~~Seriously Emotionally Disturbed Serious Emotional Disturbance.~~

(a) Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning disabilities~~ in a special day class in which the primary disability is "~~seriously emotionally disturbed serious emotional disturbance~~" as defined in ~~subsection 300.5(b)(8) 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

~~(1)(3)~~ The Special Education Specialist Instruction Credential for the Severely Handicapped

~~(2)(4)~~ The special education credentials, other than the special education specialist instruction credential for the severely handicapped 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 ~~seriously emotionally disturbed serious emotional disturbance~~, and

(B) Has received a favorable evaluation or recommendation to teach a special day class with the primary disability, ~~seriously emotionally disturbed 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 ~~seriously emotionally disturbed serious emotional disturbance~~ provided the following requirement is met: Completion of a Commission-approved program for the ~~seriously emotionally disturbed children identified with serious emotional disturbance.~~

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(9); and 20 USC 1401(1)(15). (Filed 11-13-89; Register 89, No. 46).

Mild/Moderate and Moderate/Severe Disabilities have been added to the list of authorizations.

(a)(4): This has been retained because a number of teachers are still employed based on the "past experience" provision.

(b): This has also been retained so individuals employed under this provision will not be disenfranchised.

80047.3. Authorization for Special Class With Primary Disability: Multi-Handicapped Multiple Disabilities.

Holders of the listed credentials are authorized to teach handicapped children with specific learning disabilities in a special day class in which the primary disability is "multi-handicapped multiple disabilities" as defined in subsection 300.5(b)(5) 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
- (~~a~~)(c) Special Education Specialist Instruction Credential for the Severely Handicapped
- (~~b~~)(d) Standard Teaching Credential with the Minor-Mentally Retarded
- (~~e~~)(e) Restricted Special Education Credential--Trainable Mentally Retarded
- (~~d~~)(f) Limited Specialized Preparation Credential--Mentally Retarded
- (~~e~~)(g) Special Secondary Credential--Mentally Retarded
- (~~f~~)(h) Exceptional Children Credential--Mentally Retarded
- (~~g~~)(i) Special Education Specialist Instruction Credential for the Physically Handicapped
- (~~h~~)(j) Standard Teaching Credential with the Minor-Orthopedically Handicapped, including Cerebral Palsied
- (~~i~~)(k) Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (~~j~~)(l) Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (~~k~~)(m) Exceptional Children Credential--OrthopedicallyHandicapped, including the Cerebral Palsied

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(6); and 20 USC 1401(1)(15).
 (Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).

Moderate/Severe Disabilities and Physical and Health Impairments have been added.

80047.4. Authorization for Special Class With Primary Disability: ~~Other Health Impaired (Autistic) Autism.~~

(a) Holders of the ~~below-cited listed credentials~~ are authorized to teach handicapped children with ~~specific learning disabilities~~ in a special day class in which the primary disability is "~~other health impaired-autism~~" as defined in ~~subsection 300.5(b)(7)(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~~

~~(1)(3) The Special Education Specialist Instruction Credential for the Severely Handicapped:~~

~~(2)(4) The Special Education Specialist Credential for the Communication Handicapped or the Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, with a Special Class Authorization, provided the following conditions have been met:~~

(A) ~~The holder of one of these credentials has taught full-time for at least one year prior to September 1, 1988 in a special day class in which the primary disability was other health impaired (autistic) autism, and has completed either 1 or 2 below:~~

~~1. A Commission-approved program for the other health impaired (autistic) authorization;~~
~~or~~

~~2. Received a favorable evaluation or recommendation to teach a special day class with the primary disability, other health impaired (autistic), of autism by the local employing agency.~~

~~(b) The holder of one of the special education credentials listed in Sections 80047 and 80047.1 who do not meet the requirements of (a) above shall be authorized to teach in a special class in which the primary disability is other health impaired (autistic) provided the following requirement is met: Completion of a Commission-approved program for the other health impaired (autistic).~~

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(1); and 20 USC 1401(1)(15).

(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).

Moderate/Severe Disabilities has been added.

(a)(2) & (a)(4): Clinical or Rehabilitative Services Credential holders in Language, Speech and Hearing are trained to work with children who are autistic. The special class authorization makes this assignment appropriate. It is not necessary to require extra experience or training for these credential candidates as indicated under (a)(4).

(a)(4)(A)(1) & (b): No institution has sought approval for a program in autism, so reference to this option has been removed.

80047.5. Authorization for Special Class With Primary Disability: Speech and Language Impaired Impairment.

Holders of the listed credentials are authorized to teach ~~handicapped~~ children with ~~special learning~~ disabilities in a special ~~day~~ class in which the primary disability is "speech and language ~~impaired~~ impairment" as defined in ~~subsection 300.5(b)(10) 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) Standard Teaching Credential with the Minor--Speech and Hearing Handicapped
- (d) Restricted Special Education Credential--Speech and Hearing Therapy
- (e) Limited Specialized Preparation Credential--Speech and Hearing Handicapped
- (f) Special Secondary Credential--Correction of Speech Defects
- (g) Exceptional Children Credential--Speech Correction and Lip Reading

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44268 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(11); and 20 USC 1401(1)(15). (~~Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).~~

No addition is needed. The Clinical or Rehabilitative Services Credential will continue to be available after the proposed special education credential structure is implemented.

(b): The word "or" has been added to be consistent with Education Code §44268.

80047.6. Authorization for Special Class With Primary Disability: Deaf Deafness or Hard-of-Hearing Hearing Impairment.

Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning~~ disabilities in a special day class in which the primary disability is "~~deaf deafness~~" or "~~hard-of-hearing hearing impairment~~", as defined in ~~subsections 300.5(b)(1) and 300.5(b)(3)~~ of Title 34 Code of Federal Regulations, Subpart A:

- (a) ~~Education Specialist Instruction Credential: Deaf and Hard-of-Hearing~~
- (a)(b) Special Education Specialist Credential for the Communication Handicapped
- (b)(c) Standard Teaching Credential with the Minor--Deaf and Severely Hard-of-Hearing
- (e)(d) Restricted Special Education Credential--Deaf and Severely Hard-of-Hearing
- (d)(e) Limited Specialized Preparation Credential--Deaf and Severely Hard-of-Hearing
- (e)(f) Special Secondary Credential--Deaf
- (f)(g) Special Secondary Credential--Lip Reading
- (g)(h) Exceptional Children Credential--Deaf or Hard-of-Hearing

NOTE: Authority cited: Section ~~44265 44225~~, Education Code. Reference: Sections 44265, 44265.5(b) and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(3) and (4); and 20 USC 1401(1)(15). (~~Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52~~).

The Deaf and Hard-of-Hearing category has been added to the list of authorizations.

80047.7. Authorization for Special Class With Primary Disability: Deaf-Blindness.

Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning disabilities~~ in a special day class in which the primary disability is "deaf-blindness" as defined in ~~subsection 300.5(b)(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
- ~~(a)~~(d) Special Education Specialist Instruction Credential for the Communication Handicapped
- ~~(b)~~(e) Special Education Specialist Instruction Credential for the Visually Handicapped
- ~~(e)~~(f) Special Education Specialist Instruction Credential for the Severely Handicapped
- ~~(d)~~(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), 44243 and 44244 44343, Education Code; 34 C.F.R. Part 300.7 (b)(2); and 20 USC 1401(1)(15). ~~(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).~~

Deaf and Hard-of-Hearing, Visual Impairments, and Moderate/Severe Disabilities have been added.

80047.8. Authorization for Special Class With Primary Disability: Visually Handicapped Visual Impairment including Blindness.

Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning~~ disabilities in a special day class in which the primary disability is "~~visually handicapped visual impairment including blindness~~" as defined in subsection ~~300.5(b)(11)~~ of Title 34 Code of Federal Regulations, ~~Subpart A:~~

- (a) ~~Education Specialist Instruction Credential: Visual Impairments~~
- ~~(a)(b)~~ Special Education Specialist Instruction Credential for the Visually Handicapped
- ~~(b)(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
- ~~(e)(d)~~ Standard Teaching Credential With the Minor--Visually Handicapped
- ~~(d)(e)~~ Restricted Special Education Credential--Visually Handicapped
- ~~(e)(f)~~ Limited Specialized Preparation Credential--Visually Handicapped
- ~~(f)(g)~~ Special Secondary Credential--Partially Sighted Child
- ~~(g)(h)~~ Special Secondary Credential-Blind
- ~~(h)(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 300.7 (b)(13); and 20 USC 1401(1)(15). ~~(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).~~

Visual Impairments has been added to the list of authorizations.

80047.9. Authorization for Special Class With Primary Disability: Orthopedically Impaired Orthopedic Impairment, or Other Health Impaired Impairment, (Having Limited Strength, Vitality or Alertness) or Traumatic Brain Injury.

(a) Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning disabilities~~ in a special day class in which the primary disability is "~~orthopedically impaired orthopedic impairment~~", as defined in subsection 300.5 (b)(6) of Title 34 Code of Federal Regulations, Subpart A, or "~~other health impaired impairment~~", or "~~traumatic brain injury~~" as defined in subsection 300.5 (b)(7)(ii) ~~having limited strength, vitality or alertness~~, of Title 34 Code of Federal Regulations, Subpart A:

(1) Education Specialist Instruction Credential: Physical and Health Impairments

~~(a)(2)~~ Special Education Specialist Instruction Credential for the Physically Handicapped

~~(b)(3)~~ Standard Teaching Credential with the Minor-Orthopedically Handicapped, including the Cerebral Palsied

~~(e)(4)~~ Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied

~~(d)(5)~~ Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied

~~(e)(6)~~ Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied

(b) Holders of the listed credential are authorized to teach children 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 300.7 (b)(7) and (12); and 20 USC 1401(1)(15). ~~(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).~~

Traumatic brain injury is a recent addition to the federal disability categories.

(b): The Mild/Moderate Disabilities Credential is added to allow service to students with attention deficit disorder (ADD) under the categories of other health impaired, specific learning disabilities, and serious emotional disturbance.

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 ~~postsecondary~~ 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 ~~or before another credential authorizing special education instruction will be issued.~~
- (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 ~~postsecondary~~ 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. ~~The issuance of this preliminary credential is an interim measure to address a severe special education teacher shortage while awaiting completion of a study on this issue.~~
 - (2) Preliminary Specialist Instruction Credentials in Special Education shall not be initially issued after June 30, 1998.

The amendments to this section create a workable transition from the current regulations to those proposed.

(a)(4): Deleting this phrase will allow holders of the current five-year preliminary credential to earn the new special education credential instead of seeking the Multiple or Single Subject Teaching Credential.

(c)(1): The Special Education Competency Study was completed in 1991 so referencing it is no longer needed.

(c)(2): The current preliminary credential will not be issued after 6-30-98. After that date, individuals seeking their initial credential will need to apply under the new structure.

<p>(d) (1) <u>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.</u></p> <p>(2) <u>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.</u></p> <p>(3) <u>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.</u></p> <p>(e) <u>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.</u></p> <p>(f) <u> 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:</u></p> <p>(1) <u>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;</u></p> <p>(2) <u>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;</u></p> <p>(3) <u>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;</u></p> <p>(4) <u>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);</u></p> <p>(5) <u>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</u></p> <p>(6) <u>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.</u></p> <p>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44252, and 44265, 44280, 44281, 44310, 44259(b)(4) and 44335, Education Code. Filed 9-4-90; operative 9-4-90; Register 90, No. 42).</p>	<p>(d)(2): The proposal adds a cutoff date of 6-30-2001 for California trained applicants to obtain the current professional clear credential.</p> <p>(d)(3): This adds a cutoff date of 6-30-2003 for candidates who hold a current preliminary specialist. The cutoff date for initial issuance of the five-year preliminary is 6-30-98 [see (c)(2)], so 2003 will give individuals the full five years to complete a Multiple Subject or Single Subject program.</p> <p>(f): This proposal establishes an option for current preliminary credential holders to transition to the new structure if they wish. The new structure includes regular education pedagogy and experience since the Multiple/Single Subject Credential will no longer be required.</p> <p>Out of state candidates who choose to transition to the new Level I Education Specialist Credential under (f) may apply directly to the CTC.</p>
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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 (8):

- (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;
- (3) 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 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; 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);
- (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;
- (7) the recommendation from a regionally accredited institution of higher education that has a program accredited by the Committee on Accreditation in the preliminary credential sought, as specified in Education Code Section 44227(a); and

(a): This adds the requirements for the Preliminary Level I Education Specialist Credential under the new credential structure for those trained in California.

(a)(1): Degree required by Education Code §44265.

(a)(2): Professional preparation program required by §44265.

(a)(3): CBEST required by §44252.

(a)(4): Sufficient knowledge of subject matter to the extent deemed appropriate by the Commission, required by §44265.

This is the same subject matter competency required for the Multiple/Single Subject Credentials. Early childhood special education is exempt from subject matter because they will not be responsible for teaching subject matter found in the K-12 curriculum. Other credential holders are also exempt because they have already verified the subject matter competency required under their other credential structure.

(a)(5): Special education teachers need this knowledge because reading plays an significant part in the academic and daily living success of their students.

(a)(6): US Constitution required by §44335.

(a)(7): recommend established by §44227.

<p><u>(8) verification of an offer of employment. The employment requirement may be met in one of the following ways:</u></p> <p><u>(A) Employment in a position requiring the Education Specialist Instruction Credential in a public school or private school of equivalent status; or</u></p> <p><u>(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:</u></p> <ol style="list-style-type: none"> <u>1. Possession of a non-special education credential that authorizes employment in the position;</u> <u>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;</u> <u>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</u> <u>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.</u> <p><u>(9) An individual who has completed requirements (1) through (7) above but does not have an offer of employment 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.</u></p>	<p>(a)(8): Individuals must gain 2 years of special education experience while holding the proposed 5-year preliminary. If individuals apply before having employment, it will needlessly waste the allotted time on that preliminary.</p> <p>(a)(8)(B): Concurrent special education-regular education preparation programs have reported that districts are hiring more special education trained teachers (who also hold the regular education credential) for "full inclusion" type settings where special education students receive all their instruction in a regular classroom. The special education experience requirement to earn the Professional Level II Credential permits some flexibility to accommodate this change in service delivery.</p> <p>(a)(9): Individuals who have completed all requirements except an offer of employment may apply for a Certificate of Eligibility. Prospective employers are assured that the individuals holding this certificate qualify for the preliminary Level I credential.</p>
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<p>(b) <u>The minimum requirements for the preliminary level I Education Specialist Instruction Credential for applicants who complete a professional preparation program outside of California shall include (1) through (9) below. Applicants may apply directly to the Commission for the preliminary level I Education Specialist Instruction Credential under this section.</u></p> <p>(1) <u>a baccalaureate or higher degree from a regionally accredited institution of higher education;</u></p> <p>(2) <u>the completion of a professional preparation program in the requested education specialist category, consisting of a minimum of 24 semester units, comparable to a program accredited by the Committee on Accreditation, including successful completion of supervised field study, but taken outside of California at a regionally accredited institution of higher education and approved by the appropriate state agency where the coursework was completed;</u></p> <p>(3) <u>passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252;</u></p> <p>(4) <u>verification of subject-matter knowledge 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; 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;</u></p> <p>(5) <u>a minimum of three 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;</u></p> <p>(6) <u>a minimum of one semester unit of supervised field experience in general education verified by transcript or 45 clock hours with non-special education students verified by the employing agency;</u></p> <p>(7) <u>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);</u></p> <p>(8) <u>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</u></p>	<p>(b): These requirements for out-of-state individuals mirror the combined requirements for the current initial preliminary special education credential plus the requirements for the transition to the preliminary Level I. Individuals may apply directly to the Commission for this credential. Out of state trained individuals who do not have any of the (4) through (8) requirements will qualify for an emergency permit at the request of an employer. They should be able to satisfy these requirements in a few years and qualify for the preliminary Level I.</p> <p>(b)(4): This parallels (a)(4) for California trained individuals.</p>
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<p><u>(9) verification of an offer of employment. The employment requirement may be met in one of the following ways:</u></p> <p><u>(A) Employment in a position requiring the Education Specialist Instruction Credential in a public school or private school of equivalent status; or</u></p> <p><u>(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:</u></p> <ol style="list-style-type: none"> <u>1. Possession of a non-special education credential that authorizes employment in the position;</u> <u>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;</u> <u>3. The Coordinator or Director of the Education Specialist credential program at the college or university in which the applicant is seeking enrollment must verify that experience is appropriate for the requested education specialist category of the preliminary Education Specialist Instruction Credential; and</u> <u>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.</u> <p><u>(10) An individual who has completed requirements (1) through (8) above but does not have an offer of employment 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.</u></p> <p><u>(c) Period of Validity.</u></p> <p><u>(1) A preliminary level I Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsections (a) or (b) is valid for five years.</u></p> <p><u>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44227(a), 44252, 44265, 44280, 44281, 44310, 44259(b)(4), and 44335 Education Code.</u></p>	<p>(b)(9): The experience options proposed in this subsection are the same as in subsection (a)(8) covering in-state candidates.</p> <p>(b)(10): This parallels the Certificate of Eligibility available to those trained in California.</p> <p>(c): The 5-year validity period is required by §44251.</p>
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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 in Education Code Section 44259(c)(1), 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 in Education Code Section 44259(c)(3); 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 accredited by the Committee on Accreditation in the professional clear credential sought, as specified in Education Code Section 44227(a); and

§80048.4: This outlines the requirements for the Professional Clear Level II Education Specialist Credential.

(a)(1): This is needed because individuals will be required to verify experience gained on the preliminary before applying for the professional clear.

(a)(2) & (3): These are the same requirements needed by Multiple and Single Subject credential holders. Students in all settings, both regular and special education, are affected by these areas and need educators knowledgeable about both.

(a)(4)(A) & (B): The emphasis of the professional Level II program will be to move the special educators beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about their role in providing effective instruction. The essential features of Level II programs are advanced level coursework, (A), and the option of including non-university activities in (B)3.

(a)(5): recommend established by §44227.

<p>(6) <u>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) and verified by the employing agency.</u></p> <p>(b) <u>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</u></p> <p>(c) <u>Period of Validity.</u></p> <p>(1) <u>A professional clear level II Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsections (a) or (b) is valid for five years.</u></p> <p>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44227, 44259 and 44265, Education Code.</p>	<p>(a)(6): An individual learns to be competent in a profession, not only through training but also by implementing that training through experience. The type of experience allowed is defined in §80048 (a)(8) and (b)(9).</p> <p>(b): This flexibility will allow teachers, with their institution and employer, to reassess their goals based on the new experiences they have in special education settings.</p> <p>(c): The 5-year validity is consistent with other professional clear credentials.</p>
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<p>80048.5 Early Childhood Special Education Certificate.</p> <p><u>(a) Requirements for the Early Childhood Special Education Certificate include all of the following:</u></p> <ul style="list-style-type: none"> <u>(1) possession of a professional clear, clear, or life credential as listed in 80047 through 80047.9; and</u> <u>(2) the completion of a Commission-approved professional preparation program in the education specialist category for early childhood special education, including successful completion of supervised field study.</u> <p><u>(b) Period of Validity:</u> <u>The Early Childhood Special Education Certificate shall remain valid as long as the credential required in 80048.5(a)(1) remains valid.</u></p> <p><u>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225 and 44265, Education Code.</u></p>	<p>This adds the new Early Childhood Special Education <i>Certificate</i> . It is available to special education teachers who either wish to broaden the authorization of their credentials or wish to validate their knowledge in early childhood special education by obtaining this certificate.</p>
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80048.6 Authorizations for Education Specialist Instruction Credentials and the Early Childhood Special Education Certificate.

- (a) All Education Specialist Instruction Credentials and the Early Childhood Special Education Certificate authorize service across the continuum of program options available pursuant to Education Code Sections 56031, 56360, and 56361. The continuum includes: resource rooms; special day classrooms; special schools; home/hospital settings; correctional facilities; non-public, non-sectarian schools and agencies; and alternative instructional settings other than classrooms.
- (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 provide special education instruction and 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, and classes organized primarily for adults.
 - (2) The Education Specialist Instruction Credential: Moderate/Severe Disabilities authorizes the holder to provide special education instruction and related services to individuals with a primary disability of autism, moderate/severe mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities, in kindergarten, grades 1 through 12, and classes organized primarily for adults.
 - (3) The Education Specialist Instruction Credential: Deaf and Hard-of-Hearing authorizes the holder to provide special education instruction and related services to individuals with a primary disability of deafness, deaf-blindness, and hearing impairment, from birth through grade 12, and classes organized primarily for adults.
 - (4) The Education Specialist Instruction Credential: Physical and Health Impairments authorizes the holder to provide special education instruction and related services to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain injury, from birth through grade 12, and classes organized primarily for adults.
 - (5) The Education Specialist Instruction Credential: Visual Impairments authorizes the holder to provide special education instruction and related services to individuals with a primary disability of visual impairment including blindness and deaf-blindness, from birth through grade 12, and classes organized primarily for adults.
 - (6) The Education Specialist Instruction Credential: Early Childhood Special Education authorizes the holder to provide educational services to children from birth through pre-kindergarten who are eligible for early intervention special education and related services under federal and state law, except children with a primary disability of deafness, hearing impairment, deaf-blindness, visual impairment including blindness, orthopedic impairment, and traumatic brain injury.

This section provides a complete authorization statement for each of the new Education Specialist Instruction Credentials. It also incorporates the entire range of service delivery options [see (a)] which the current special education credentials authorize plus service as a resource specialist. Holders of the new Education Specialist Instruction Credential will not need to obtain the Resource Specialist Certificate.

There is no new definition for the Clinical or Rehabilitative Services Credential because the name and authorization did not change under the new credential structure.

(7) The Early Childhood Special Education Certificate authorizes the holder to provide educational services to children from birth through pre-kindergarten who are eligible for early intervention special education and related services under federal and state law, except children with a primary disability of deafness, hearing impairment, deaf-blindness, visual impairment including blindness, orthopedic impairment, and traumatic brain injury, unless the individual holds a credential that authorizes serving children with that specific disability.

NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44265 and 44265.5, Education Code.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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Executive Director

Title: *Special Education*

Section Nos.: 80023, 80024.3, 80024.3.2, 80046.5, 80047, 80047.1,
80047.2, 80047.3, 80047.4, 80047.5, 80047.6, 80047.7,
80047.8, 80047.9, 80048.2, 80048.3, 80048.4, 80048.5, and
80048.6

Response to the Attached Title 5 Regulations

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 regulations, please return this response form to the Commission office at the above address by 5:00 pm on April 2, 1997, in order that the material can be presented at the April 3, 1997 public hearing.

- 1. Yes, I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.
- 2. No, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)
- 3. Personal opinion of the undersigned. and/or
- 4. Organizational opinion representing: _____
(Circle One) School District, County Schools, College, University, Professional Organization, Other
- 5. I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
- 6. No, I will not make a presentation to the Commission at the public hearing.

Signature: _____ Date: _____

Printed Name: _____

Title: _____ Phone: _____

Employer/Organization: _____

Mailing Address: _____