
3B

Action

Credentialing and Certificated Assignments Committee

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

Executive Summary: Changes to proposed amendments, deletions, and additions pertaining to Special Education Teaching and Services Credentials are presented.

Recommended Action: Staff recommends that the Commission approve the changes pertaining to Special Education Teaching and Services Credentials for the purpose of distributing a 15-Day Notice on the regulations.

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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.

March 2010

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

Introduction

Following discussion with the Office of Administrative Law, the Commission is proposing changes to the amendments, deletions, and additions to 5 California Code of Regulations pertaining to Special Education Teaching and Services Credentials.

Background

A public hearing was held at the August 2009 meeting on proposed changes to regulations pertaining to special education teaching and services credentials. Additional changes to the original language of the regulations sent out for public hearing were included in the public hearing agenda. The Commission adopted the changes and staff sent out a 15-Day Notice to all individuals who had responded to the proposed regulations.

The Rulemaking file for the regulations was submitted to the Office of Administrative Law (OAL) and the responses to the 15-Day Notice were included with all responses to the regulations. After discussion with OAL, the Commission is proposing changes to specific sections of the proposed regulations.

The changes are in four categories:

- 1) Definitions to clarify special education teaching and service credential authorizations,
- 2) Definitions for ‘Transition Plan’ and ‘Individualized Induction Plan’,
- 3) Additional language in the requirements for the Speech-Language Pathology Services Credential to align with the Education Code, and
- 4) Typographical and citation errors.

Following the approval of the regulations by the Commission, staff will send out another 15-Day Notice to all individuals who had responded to the proposed regulations. The file will then be resubmitted to the Office of Administrative Law.

Proposed Changes to Amendments, Deletions, and Additions

§80046.5 has changes to citations in the ‘Note’ section.

§80047, 80047.1 and 80047.6 has changes to citations in the text and “Note” section.

§80047.2, §80047.3, §80047.5, §80047.7, §80047.8, and §80047.9 has changes to citations in the ‘Note’ section.

§80047.4 added the Education Specialist in Early Childhood Education, the Education Specialist Credential holders that complete the autism content as found in section 80048.6(b)(9) and the

Autism Spectrum Disorders Added Authorization in Special Education as appropriate credentials for instruction in the area of autism. Changes to citations in the “Note” section are also included.

§80048.3 Title, (a), (a)(7) and (b) deletes the word ‘preliminary’ to clarify that current initial Education Specialist Credentials will be issued as Level I credentials.

§80048.3(a)(3) removes the words ‘or regulation’ as the basic skills requirement in found in statute.

§80048.3(a)(4) corrects a typographical error.

§80048.3(c) changes the transition date for approved programs to move from current Level I to new preliminary programs to align with the timeline of implementation of the regulations changes and deletes the word ‘preliminary’ to clarify that current initial Education Specialist Credentials will be issued as Level I credentials.

§80048.4 Title, (a), (a)(5) and (c) deletes the word ‘clear’ to clarify that current professional level Education Specialist Credentials will be issued as Level II credentials.

§80048.4(a)(1) and (a)(4) deletes the word ‘preliminary’ to clarify that current initial Education Specialist Credentials will be issued as Level I credentials.

§80048.4(a)(4)(A) and (B) and (B) 1, 2, and 3 corrects typographical errors.

§80048.4(a)(6) corrects a typographical error and deletes the word ‘preliminary’ to clarify that current initial Education Specialist Credentials will be issued as Level I credentials.

§80048.4(d)(1) corrects a typographical error and deletes the word ‘clear’ to clarify that current initial Education Specialist Credentials will be issued as Level II credentials.

§80048.6 Title and (a) clarifies that the definitions in this section apply to all Education Specialist Credentials and Added Authorizations.

§80048.6(a)(3) corrects a typographical error.

§80048.6(a)(4) includes a definition for ‘educational assessment’ to describe the assessment of students to meet academic and functional goals set forth through the Individual Education Program.

§80048.6(a)(5) includes a definition for ‘special education support’ that may be provided by the holder of a special education teaching credential and added authorization.

§80048.6(b)(1), (b)(4), (b)(5), (b)(6), and (b)(7) changes the terminology ‘special education related services’ to ‘special education support’ to clarify additional support that may be provided by the holder of a special education teaching credential and added authorization.

§80048.6(b)(2) changes the terminology ‘special education related services’ to ‘special education support’ and deletes the words ‘and children’ to align with all the special education teaching authorizations.

§80048.6(b)(3) changes the terminology ‘special education related services’ to ‘special education support’ and corrects the age level to ‘age 22’ to align with other special education teaching authorizations.

§80048.6(b)(3)(A) changes the date for the ASL option to align with the timeline of implementation of the regulations changes.

§80048.6(b)(8) changes the terminology ‘special education related services’ to ‘special education support’; clarifies that this authorization aligns with the federal disability category of specific learning disabilities and mental retardation (mild/moderate); states the services that cannot be provided by a Education Specialist Teaching Credential in Communication Development; and corrects a typographical error.

§80048.6(b)(9) updates the authorization concerning educational assessment and support to align with other subsections of 80048.6.

§80048.6(b)(10) adds the word ‘preparation’ to clarify that English learner content is within a teacher preparation program.

§80048.6 has changes to citations in the “Note” section

§80048.8(c) adds a definition for the ‘Transition Plan’ to clarify the content included within the Plan.

§80048.8.1(a)(1) deletes the word ‘preliminary’ to clarify that current initial Education Specialist Credentials will be issued as Level I credentials.

§80048.8.1(d)(1) adds a definition for ‘Individualized Induction Plan’ to clarify the content included within the Plan.

§80048.9(a)(1) clarifies the master’s degree requirement as found in EC §44265.3 (a)(1) and closely related field.

§80048.9(a)(2)(A) and (B), (a)(4)(A) and (B), (c)(3)(B), and (d)(1) adds the accreditation by the American Speech-Language-Hearing Association Council on Academic Accreditation as found in EC §44265.3 (a)(1).

§80048.9(a)(3) removes the words ‘or regulation’ as the basic skills requirement in found in statute.

§80048.9(f) adds clarification to the authorization for the credential to include ‘educational services’.

§80048.9(g)(1) and (2) adds a definition for the credential authorization for the credential regarding ‘clinical assessments’ and ‘educational service’.

§80048.9.1(a)(3) removes the words ‘or regulation’ as the basic skills requirement in found in statute.

§80048.9.2(a)(3) adds removes the words ‘or regulation’ as the basic skills requirement in found in statute.

§80048.9.3 has changes to citations in the “Note” section.

All changes appear in shaded text. The newly proposed text is in plain text and double underlined (preliminary) while the deleted is in plain text and double strikethrough (~~preliminary~~). Single underline and strikethrough is text already noticed for the 45-day comment period prior to the public hearing and the first 15-Day Notice.

**CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING**

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

§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), (14), (15), (16), (29) and (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~~(b)(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
- (e) (d) Standard Teaching Credential with the Minor--Mentally Retarded
- (d) (e) Restricted Special Education Credential--Educable Mentally Retarded
- (e) (f) Limited Specialized Preparation Credential--Mentally Retarded
- (f) (g) Special Secondary Credential--Mentally Retarded
- (g) (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 (b)(5) and (10); and 20 USC 1401(a)(13), (14), (15), (16), (29) and (30).

§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(b)(5) 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(b)(5); and 20 USC 1401(a)(13), (14), (15), (16), (29) and (30).

§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(b)(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(b)(94) and 20 USC 1401(a)(13), (14), (15), (16), (29) and (30).

§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(b)(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), (14), (15), (16), (29) and (30).

§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).

(6) Education Specialist Instruction Credential and Added Authorization: Early Childhood Education

(7) Education Specialist Instruction Credential: Communication Development, Deaf and Hard-of-Hearing, Mild/Moderate Disabilities, Physical and Health Impairments, and Visual Impairments if the individual has completed the autism content found in section 80048.6(b)(9)

(8) Autism Spectrum Disorders Added Authorization in Special Education

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.3, 44268, and 44343, Education Code; 34 C.F.R. ~~Part~~ 300.78 (b)(1); and 20 USC 1401(a)(13), (14), (15), (16), (29) and (30).

§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(b)(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)(1); and 20 USC 1401~~(a)(13)~~, (14), (15), (16), (29) and (30).

§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~~(bc)~~(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 (bc)(1); and 20 USC 1401~~(a)(13)~~, (14), (15), (16), (29) and (30).

§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 (b)(2); and 20 USC 1401(a)(13), (14), (15), (16), (29) and (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 (b)(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)(13), (14), (15), (16), (29) and (30).

§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)(1); and 20 USC 1401(a)(43), (14), (15), (16), (29) and (30).

~~§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.~~

~~(e) (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 (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~~ Commission-approved Education Specialist program of professional preparation, as appropriate to the specialty area(s) sought as provided in Education Code Section 44373(c);
 - (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~~ 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 accredited by the Committee on Accreditation in the preliminary credential sought, as specific in Education Code Section 44227(a); 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) ~~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 2011 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~~ 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~~ 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~~ coursework provided by the preparing institution of higher education accredited by the Committee on Accreditation.
 2. ~~Field~~ field experience elements within the accredited program which are in addition to academic credit given.
 3. ~~Alternative~~ 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 completion of a Commission-approved professional preparation program 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~~ 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. The candidate shall be responsible for obtaining verification of this experience 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 ~~clear~~ Level II approved program is December 31, 2014 and the program shall be completed by January 31, 2019.
- (d) Period of Validity.
- (1) ~~A~~ 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~~ Authorizations : 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; state hospitals; development centers; 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.
 - (4) 'Educational Assessment': Assessment of students in a comprehensive manner within the authorization of the teaching credential or added authorization using multiple sources of information and a variety of strategies that directly measure a student's performance to meet goals in areas of grade-level academic curriculum and functional goals designed to meet the Individualized Education Program (IEP), Individualized Family Service Program, and/or Individualized Transition Plan goals and objectives regarding eligibility and services that directly result from the student's disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students' educational instruction needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.
 - (5) 'Special Education Support': Support includes participation in the IEP process including planning and implementation of the student's IEP; providing consultative, collaborative, and coordinating instruction with students, parents, teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative and within the authorization of the credential or added authorization. Special education support does not include providing speech, language and hearing, orientation and mobility, or audiology services found in sections 80048.9, 80048.9.1, and 80048.9.2.
- (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 support 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 support 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 support 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~~ July 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~~ July 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 support 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 support 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 ~~support 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 and support related services to children students from birth through pre-kindergarten who are eligible for early intervention special education and support related services to individuals with a primary disability in 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 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 authorization that authorizes serving children with that specific disability 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 support related services to individuals with a primary disability of specific learning disabilities and mental retardation (mild/moderate) to students with specific 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. The Communication Development authorization does not include providing instruction to students in the other federal disability areas including speech and language impaired unless the program placement recommendation contained within the Individualized Education Program, Individualized Family Service Program, and/or Individualized Transition Plan determines the alternate program placement as found in section 80046.5. The authorization does not include providing language, speech, and hearing services as found in section 80048.9(f).
- (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 educational assessments related to student's access to the academic core

curriculum and progress towards meeting instructional academic goals, provide instruction, and special education support 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 preparation 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 (c) and 300.39(a)(1)(i); and 20 USC 1401 ~~(a)~~(3), (14), (15), (16), (29) 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 (1+10):

- (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; as provided in Education code Section 44373(c).
- (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, foreign language, 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, foreign language, 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); and

(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).

(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.

(c) Definition.

(1) ‘Transition Plan’: The preliminary education specialist preparation program will develop a Transition Plan for each candidate prior to the completion of the preliminary program that will assist the developers of the IIP defined in section 80048.8.1(d)(1). The Plan includes the individual’s strengths and areas of need that can be addressed in the clear credential preparation program. The Plan facilitates the individual’s transition from initial teacher preparation to a clear education specialist credential preparation program by building upon and providing opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential preparation program.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44227(a), 44251, 44252, 44259, 44259.5, 44265, 44274, 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 a supported beginning teacher induction program, the candidate shall, in collaboration with the cooperating college or university, or the employer electing to employ the candidate, or the employer's designee, develop an Individualized Induction Plan (IIP) including supported induction and job related course of advanced preparation. Either the college or university or the employer may be the program sponsor. The IIP must meet the conditions in the subsections below:
 - (A) An approved IIP signed by the participating parties: the credential candidate, program coordinator from the Clear Credential program sponsor, and employer or designee. The IIP 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) Completion of a Commission-approved preparation program accredited by the Committee on Accreditation in the clear credential specialty area(s) sought, 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.

(d) Definition.

- (1) 'Individualized Induction Plan': Based on the Transition Plan defined in section 80048.8(c)(1), the IIP includes appropriate professional development and/or course work designed to expand and apply the candidate's skills and knowledge. The scope of the IIP is determined by the teacher's educational setting and/or areas identified in the Transition Plan as areas of need. The IIP identifies the coursework, experiences, and/or tasks that should be completed while guiding the activities to support growth and improvement of professional practice.

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) Hold or has been recommended for a Master's degree or higher in communication disorders or a closely related field including speech and language disorders as determined by the Commission, 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 and by the American Speech-Language-Hearing Association's Council on Academic Accreditation; or

(B) a professional preparation program in speech-language pathology services, including successful completion of a supervised field work, or the equivalent, in a program accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation 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), and accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation; or

(B) an individual who completes his or her professional preparation program outside of California accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation 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 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 and accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation.

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

(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 Hearing and by the American Speech-Language-Hearing Association's Council on Academic Accreditation; or

(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 and educational services, 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.

(g) Definitions.

(1) 'Language, speech, and hearing clinical assessments': Assessments include the screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in a school or educational setting using augmentative and alternative communication systems. The assessment includes interpretation of test results and referrals for further evaluation or treatment.

(2) 'Educational services': Educational services include assessment of students in a comprehensive manner within the authorization of the services credential using multiple sources of information and a variety of strategies that directly measure a student's performance to meet functional goals designed to meet the Individualized Education Program, Individualized Family Service Program, and/or Individualized Transition Plan goals and objectives regarding eligibility and services that directly result from the student's speech and language disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, and decisions concerning language, speech and hearing services.

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; state hospitals; development centers; 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, 34 C.F.R. ~~Part~~ 300.39(a)(1)(i); and 20 USC 1401~~(a)~~(3), (14), (15), (16), (29) and (30).