



## CODED CORRESPONDENCE

**DATE:** July 27, 2011

**NUMBER:** 11-13

**TO:**

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

**FROM:**

Elizabeth Graybill  
Interim Executive Director  
Commission on Teacher Credentialing

**SUBJECT: Approval of Title 5 Regulations Pertaining to the Speech-Language Pathology Services Credential in Language, Speech and Hearing and the Special Class Authorization**

### **Summary:**

The amendments, deletions, and additions to Title 5 of the California Code of Regulations pertaining to Special Education Added Authorizations in Adapted Physical Education (APE), Early Childhood Special Education (ECSE), and Resource Specialist (RSP) and the Speech-Language Pathology (SLP) Services Credential including the Special Class Authorization (SCA) have been approved by the Office of Administrative Law. This correspondence specifically addresses the changes for Added Authorizations in SLP and SCA which have an effective date of July 20, 2011.

A separate correspondence regarding the regulations concerning Added Authorizations in APE, ECSE, and RSP is being distributed. A link to the correspondence may be found in the References section.

### **Key Provisions:**

#### *SLP Credential*

The SLP Services Credential is a credential that allows an educator to provide speech services to special needs students identified through the local level special education assessment. For many years, the Commission has issued SLP Services Credentials based on provisions in the Education Code. The Title 5 regulations clarify the Education Code regarding the requirements for California and out-of-state prepared educators. The regulations include an authorization for the SLP Services Credential including definitions for Language, Speech and Hearing Assessments and Education Services. A link to the information leaflets may be found in the References section. Special education services preparation programs are transitioning to new program standards. New standards for the SLP program were approved in 2009. The SLP programs had to transition to the new standards by September 2011.

### *Special Class Authorization*

The Special Class Authorization is a teaching authorization that may be added to a credential that authorizes providing speech services. The SCA allows an individual to provide instructional services to special needs students in the area of autism and speech and language impaired who are identified through the local level special education assessment. The regulations include an authorization for the SCA including definitions for Educational Assessments and Special Education Support. A link to the information leaflets may be found in the References section.

The SCA was added to regulations to clarify the requirements and authorization for California and out-of-state prepared educators. Since the SCA is a teaching authorization, the requirements have been updated to include satisfaction of the subject-matter competence, reading, and English learner requirements to align with other special education teaching authorizations on the Education Specialist Credential as well as No Child Left Behind compliance. While many Commission-approved programs and employers currently require individuals to meet the updated requirements, individuals will be held to completion of these requirements to earn the SCA effective issuance date July 1, 2012 or later.

### *Application Processing*

The Commission's Credential Web Interface Project (CWIP) officially began April 25, 2011. The new system will replace the current online look-up, recommend and renewal system. Once implemented, the new system will be maintained by the Commission. The new system will allow for more timely changes, updates and enhancements leading to more efficiency and higher customer satisfaction. The new CWIP system will encompass a higher level of security to protect the confidentiality and integrity of CTC's database information.

As the new system is being developed, the Commission cannot change information in the current system. Therefore, individuals earning an SLP Services Credential or SCA that will have an issuance date on or after July 20, 2011 will need to submit a paper application to the Commission. Specific details on the paper application process will be distributed and sent to program sponsors.

### **Important Dates:**

July 20, 2011 - Effective date of regulations

July 1, 2012- Candidates must complete the updated requirements of subject-matter competence, reading, and English learners to earn an SCA

### **Background:**

In June 2006, the Commission directed staff to begin the review and revision of the structure and requirements for the Special Education Teaching and Services Credentials and Added Authorizations. In December 2007, the Commission approved the *Report to the Governor and Legislature on the Study of Special Education Certification* which contained 25 recommendations for modifications and improvements for Special Education Teaching and Services Credentials and Added Authorizations. A Commission-

established Design Team had the responsibility for developing a set of proposed *Standards of Program Quality and Effectiveness* for all Education Specialist and Services Credentials, credential authorization statements for teaching and services credentials, and added authorizations in special education.

The Office of Administrative Law has approved two sets of special education regulations, the first in July 2009 concerning Added Authorizations in Special Education and the second in June 2010 on Special Education Teaching and Services Credentials. The Commission approved standards for the preliminary teaching and services credentials, clear teaching credentials, and added authorizations in late 2008 and early 2009. The additions to regulations make changes to the special education services credentials while continuing to meet state and federal mandates for serving students with disabilities.

**Source:**

Education Code section 44265.3

Title 5 Sections 80048.9 and 80048.9.4

**References:**

*Coded Correspondence on APE, ECSE, and RSP:*

<http://www.ctc.ca.gov/notices/coded/2011/1112.pdf>

*Speech-Language Pathology Services Credential including Special Class Authorization Information Leaflet* <http://www.ctc.ca.gov/credentials/leaflets/cl879.pdf>

**Contact Information:**

*Questions concerning the Speech-Language Pathology Services Credential or the Special Class Authorization Requirements and Application Process:*

Commission's Information Services Unit by telephone at 1-888-921-2682, Monday through Friday from 12:00 pm to 4:45 pm or by email at [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov).

*Questions related to submitting a Speech-Language Pathology Services Credential or the Special Class Authorization program for review and approval:*

Program content: Marilynn Fairgood at [mfairgood@ctc.ca.gov](mailto:mfairgood@ctc.ca.gov) or Process Issues at [IPR@ctc.ca.gov](mailto:IPR@ctc.ca.gov)

## **5 California Code of Regulations Pertaining to the Speech-Language Pathology Services Credential and the Special Class Authorization**

### **§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 speech-language pathology from a regionally accredited institution of higher education. The master's degree program must be accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation;
- (2) Completion of one of the following:
  - (A) a Commission-approved specialized and professional preparation program in speech-language pathology in Language, Speech and Hearing based on the *Education Specialist Teaching and Other Related Services Credentials Program Standards* (rev. 3/11) available on the Commission's website and hereby incorporated by reference, as provided in Education Code Section 44373(c); 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 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;
- (4) One of the following:
  - (A) an individual who completes his or her professional preparation program in California as described in (a)(2)(A) must receive a recommendation from a California regionally accredited institution of higher education that has a preliminary Speech-Language Pathology Services program accredited by the Committee on Accreditation, as provided in Education Code Section 44373(c); or
  - (B) an individual who completes his or her professional preparation program outside of California accredited as described in (a)(2)(B), may apply directly to the Commission for the preliminary Speech-Language Pathology Services Credential;
- (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) The holder of a preliminary credential 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;
- (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 Speech-Language Pathology Services program accredited by the Committee on 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 Assessments and provide Educational Services, provide specific learning disability area services related to speech and language, and special education 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 found in Section 80048.9.3.
- (g) Definitions.
  - (1) “Language, Speech, and Hearing Assessments”: Assessments includes procedures, techniques, and instrumentation, both formal and informal, used to assess the speech and language status of children and the implications of speech/language disorders in a school or educational setting. The assessment includes the screening, evaluation, and interpretation of test results and referrals for further evaluation for treatment.
  - (2) “Educational Services”: Educational Services include the development of speech and language goals and objectives and the delivery of speech and language

services as determined by an Individual Education Program (IEP), Individual Family Service Program (IFSP), and/or Individual Transition Plan (ITP) developed by the educational team that directly result from the student's speech and language disability. The goals and objectives are driven by the specific speech and language disorder needs of the student in accordance with state and federal laws and regulations. Educational services include the use of information and strategies that measure student progress on goals, effectiveness of accommodations/modifications, and the need for any changes in speech and language support and services. Consultation, collaboration, and speech/language academic support with teachers in the student's speech and language-based academic success is included.

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44265.3, 44273, 56301, 56320, 56322, 56333, and 56341 Education Code.

#### **§80048.9.4. Special Class Authorization.**

- (a) The minimum requirements for the Special Class Authorization include the following:
- (1) A valid preliminary, professional clear, clear, or life Clinical or Rehabilitative Services or Speech-Language Pathology Services Credential in Language, Speech, and Hearing, Special Secondary Credential in Correction of Speech Defects, Exceptional Children Credential in Speech Correction and Lip Reading, Standard Teaching Credential with Minor in Speech and Hearing Handicapped, Standard Restricted Special Education in Speech and Hearing Therapy, and Standard Limited Specialized Preparation-Speech and Hearing Handicapped;
  - (2) One of the following:
    - (A) a Commission-approved Special Class Authorization program of professional preparation, based on the *Education Specialist Teaching and Other Related Services Credentials Program Standards* (rev. 3/11) available on the Commission's website and hereby incorporated by reference, as provided in Education Code Section 44373(c) or;
    - (B) a professional preparation program in Special Class Authorization or equivalent content, 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) The basic skills requirement as described in Education Code Section 44252, unless exempt by statute;
  - (4) For the individual prepared in California, subject-matter knowledge by either one of the following:
    - (A) passage of examination(s) as provided in 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; or

(B) 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; or

(C) holders of a California preliminary, 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.

(5) For individuals prepared in California, 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) The study of English learners as described in Education Code Section 44259.5(c);

(b) An individual who completes the requirements for the Special Class Authorization may apply as listed below:

(1) For a California-prepared teacher, verification from a Commission-approved program sponsor with a Special Class Authorization program; or

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

(c) Period of Validity. The Special Class Authorization shall remain valid as long as the prerequisite credential required in (a)(1) remains valid.

(d) Authorization. The Special Class 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, provide instruction, and Special Education Support to teach students with disabilities in which the primary disability is "speech or language impairment" as defined in subsection 300.8(c)(11) of Title 34 Code of Federal Regulations, Subpart A, as amended on October 30, 2007, to students from birth through age 22 in services across the continuum of program options available found in Section 80048.6(a)(1).

(e) Definitions.

(1) "Educational Assessment": Assessment of students in a comprehensive manner within the authorization of the 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/or functional goals designed to meet the Individualized Education Program (IEP),

Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP) 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.

- (2) "Special Education Support": Support includes participation in the IEP, IFSP, and/or ITP process including planning and implementation of the student's IEP, Individualized Family Service Program, and/or Individualized Transition Plan; 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.

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44259, 44273, 44280, 44281, 44282, 44283, 56301, 56320, 56322, 56333, and 56341 Education Code; 34 C.F.R. 300.8(c)(1) and(11); and 20 USC 1401(3) and (30).