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ABSTRACT

This report discusses outcomes of a study designed to update information on jurisdictional requirements for the conventional licensure of special educators and to extend inquiry into areas of special education licensure. Interviews were conducted and responses were received from 51 directors of licensure in state departments of education and the District of Columbia. Thirty-seven reported that significant changes in teacher licensure were underway. Informants reported on jurisdictions' use of national standards for the preparation of special education teachers. Standards promulgated by the Council for Exceptional Children were to some degree incorporated into the special education licensure standards of 29 jurisdictions. The study found that a substantial majority of jurisdictions have adopted licensure structures that include a mixture of categorical and non-categorical licensure options; jurisdictions have continued to show a decided preference for expansive age/grade range levels of licensure in special education; licensure in early childhood special education is now common among jurisdictions; 90% of the jurisdictions now require, or soon will require, some preparation of general educators to teach students with disabilities; and jurisdictions have significantly increased requirements for the assessment of teacher candidates in the last two decades. Appendices include assessments and data tables. (Contains 40 references.) (CR)

Requirements for Conventional Licensure of Special Education Teachers

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Introduction

During the last four decades, there have been many studies of jurisdictions' licensure* requirements for the preparation of teachers to educate students with disabilities. Most of the studies have examined licensure requirements for special education teachers. However, some have focused on required preparation in the education of exceptional children for general education teachers (Sargent, 1978; Thurman & Hare, 1979; Patton & Braithwaite, 1979; Chapey, Pyszkowski, & Trimarco, 1985; Tait, 1987; Patton & Braithwaite, 1990; Reiff, Evans, & Cass, 1991; Jones & Black, 1994; Katsiyannis, Conderman, & Franks, 1995). Those studies that addressed licensure requirements for special education teachers can be organized into five categories (Geiger, Crutchfield & Mainzer, 2002): categorical and non-categorical licensure in special education (Belch, 1979; Chapey, Pyszkowski, & Trimarco, 1985; McLaughlin, Smith-Davis, & Burke, 1986; McLaughlin & Stettner-Eaton, 1988; Mauser & Cranston-Gingras, 1988; National Association of State Directors of Special Education, 1990; Berkeley, 1990; Steffens, 1996; National Association of State Directors of Teacher Education and Certification, 2000; Mainzer & Horvath, 2001); licensure in early childhood special education (Trohanis, Barker, Button, Hazen, Jackson, Karp, May, Meyer, Moore, Norman, Osteen, & Rosttetter, 1980; Stile, Abernathy, Pettibone, & Watchtel, 1984; Smith & Powers, 1987; Bruder, Klosowski, & Daguio, 1990; Striffler, 1995); assessment for licensure in special education (Ramsey, 1988; Piercy & Bowen, 1993); licensure in specific categorical areas (Schwartz, 1969; Russo & Stark, 1976; Morgan, 1978; Leigh & Patton, 1986; Huebner & Strumwasser, 1987; Jenkins, Leigh, & Patton, 1997); and comprehensive studies of special education licensure (Abeson & Fleury, 1972; Gilmore & Aroyros, 1977; Barresi & Bunte, 1979; Fearn, 1987; Piercy & Bowen, 1993; Putnam & Habanek, 1993).

It has been several years since a comprehensive study of licensure of special education teachers has been undertaken. The benefits of periodic comprehensive investigations of special education licensure requirements were recognized by Abeson and Fleury (1972) thirty years ago. Data from comprehensive studies enable researchers and licensure personnel to identify shifts that have occurred from earlier models of licensure and provide benchmarks for measuring future changes. In view of long standing professional interest in requirements for the licensure of personnel to teach students with disabilities, the beginning of the 21st Century appeared to be an appropriate time to conduct a comprehensive study of conventional licensure requirements for special education teachers.

The literature on special education licensure models, includes many studies of states and similar governmental units of the United States, and, in at least one instance, other countries. All 50 states and the District of Columbia participated in this study. Therefore, the term "jurisdictions" will be used instead of "states," except when a statement applies only to a state or states. The term "license" or a derivative will be used to refer to credentials jurisdictions award to qualified personnel.

The general purpose of this study was to update information on jurisdictions' requirements for the conventional licensure of special educators and to extend inquiry into areas of special education licensure that have been explored infrequently. Information was gathered on recent changes in licensure requirements; changes in licensure requirements for special education teachers; use of recommendations from national organizations for the licensure of special education teachers; bases for granting conventional licenses in special education; models, areas and levels of licensure in special education; assessment requirements for special education licenses; licensure in early childhood special education; required preparation for general education teachers to provide instruction to students with disabilities; and preparation of special educators in the areas of general curriculum and pedagogy.

Method

After an extensive review of research literature on special education licensure, questions that would extend and update earlier lines of inquiry were identified; and a questionnaire was prepared. The research methods used in this study borrowed from perceived strengths of earlier investigations and incorporated available technology. Research procedures included letters sent to jurisdictions' licensure representatives, communication using fax and e-mail, explorations of jurisdictions' web sites, and telephone interviews. The general methodological design consisted of four stages: 1) identification of knowledgeable informants from the 50 states and the District of Columbia, 2) initial contact with the identified informants, 3) interviewing informants, and 4) validation of the information provided.

The methodology and a set of questions were piloted with a representative of a state that was undergoing significant changes to its model of licensing special education teachers. The circumstances in this state were complex and provided a rigorous test of the research process and instrument. As a result of the pilot test, modifications were made to the letter requesting participation and the questionnaire was revised. Procedures for identifying a knowledgeable informant, scheduling and conducting interviews, and recording responses were determined to be effective. The format for the interview included a restatement of the responses that were transcribed by the interviewer. This procedure was found to be a valuable means of confirming/validating the answers provided by the informant.

In the spring of 2000, letters requesting participation in the study were mailed to directors of licensure in state departments of education and the District of Columbia. (A copy of the letter is provided in Appendix A.) Addresses for the individuals were obtained from The NASDTEC Manual on the Preparation and Certification of Educational Personnel, Fourth Edition (1998). In states that had professional standards boards responsible for licensure standards, letters were sent to the directors of these agencies. Addresses for these individuals were obtained from Characteristics of Independent Professional Teacher Standards Boards (1998). Follow-up letters were sent to directors who did not respond to the initial letters requesting participation. In order to obtain participation from all jurisdictions, telephone calls were made to those who did not

respond to letters of invitation. In some instances persons in states' special education units were contacted and asked to facilitate participation by licensure personnel. Ultimately, all states and the District of Columbia participated in the study.

In nearly all instances informants were representatives of licensure agencies. However, in a few cases, representatives of the special education units in jurisdictions were primary or secondary informants. Informants were contacted by telephone, fax, or e-mail and were provided information about the purpose and procedures of the study. They were asked to identify dates and times for interviews during which they would answer a set of questions on their jurisdictions' policies/regulations for conventional licensure of special education teachers. Copies of the questions and a matrix, customized to the areas of special education licensure offered in their jurisdictions, were faxed to informants a few days prior to the scheduled interviews. (Copies of these materials are provided in Appendix B.) This procedure allowed informants to prepare for the interviews by gathering information that might be needed in order to respond to the questions. The areas of licensure on the state-specific matrices were taken from The NASDTEC Manual on the Preparation and Certification of Educational Personnel, Fourth Edition (1998).

The interview was the third stage in the research process. Conversations usually lasted 30 to 45 minutes. The sequence of the questions began with the informant sharing information on significant changes that were underway in the jurisdiction's system of teacher licensure. The impact of these changes on licensure of special education teachers was discussed early in the interview. Informants were also asked to share information on anticipated changes in teacher licensure in their jurisdictions. The time frame for the anticipated changes was from the time of the interview until 2005. The contextual information on changes in licensure was particularly helpful in jurisdictions that were reforming models and requirements for licensure of special education teachers. In instances where major changes were underway, informants were asked to answer the remaining questions in the interview twice - once from the perspective of present licensure requirements and again with regard to new/proposed licensure requirements.

Informants were then guided through a series of questions on the following aspects of licensure requirements for special education teachers: 1) use of national standards for special educators in the jurisdiction's standards, 2) preparation of general education teachers to educate exceptional children, 3) preparation of special educators in general education curriculum and pedagogy, 4) bases on which the jurisdiction awarded licenses in special education, 5) the jurisdiction's model for licensing early childhood special educators, 6) areas and levels of licensure for special education teachers, 7) degrees and grade point averages required for special education teachers, and 8) specific assessments required for licensure. Prior to concluding each interview, the interviewer read answers that had been transcribed to the informant. When errors were detected corrections were made.

The interview process was completed in fall 2000. Responses were summarized in a series of tables that allowed them to be linked directly to each jurisdiction. In the

fourth stage of the research process, these tables were used to validate summarized information reported by informants. In fall 2001 and in spring 2001, summary tables were shared in presentations at two national conferences for teacher educators in special education. One conference was in the western part of the country and the other was on the East Coast. Participants were asked to examine the information reported for their respective jurisdictions and to report inaccuracies. Professionals from 13 states and the District of Columbia reviewed the summary tables. No errors were identified.

The final stage of the validation process was completed in summer 2001. State-specific validation packets were prepared and mailed to the informants from the jurisdictions. The packets contained guidelines for reviewing/validating information in the tables, a section from each table with highlighted information from the jurisdiction, and a page for reporting any significant changes in special education licensure that had occurred since the time of the interview. Responses from the final validation activity were received from 30 jurisdictions. When inaccuracies were identified, the tables were modified to reflect updated information.

Results

Context of Licensure

Interviews were conducted and responses were received from all 51 jurisdictions. Thirty-seven (approximately 73%) reported that significant changes in teacher licensure were underway. More than half (27) of the jurisdictions reported significant changes were underway in the licensure of special education teachers. Because general changes in teacher licensure had occurred prior to the interview, Oregon reported significant changes were occurring in the licensure of special education teachers but not in teacher licensure in general. The remaining 26 jurisdictions that reported major changes in special education licensure also reported substantial changes in teacher licensure in general.

Use of National Standards

Informants reported on jurisdictions' use of national standards for the preparation of special education teachers. Responses are summarized in Table 1. The standards promulgated by the Council for Exceptional Children (CEC) were to some degree incorporated into the special education licensure standards of 29 jurisdictions. The standards for Exceptional Needs Specialists disseminated by the National Board for Professional Teaching Standards (NBPTS) were similarly incorporated in the licensure standards for special educators in eight jurisdictions. The National Association of State Directors of Teacher Education and Certification's (NASDTEC's) standards for teachers of students with disabilities were used in some manner in the standards for licensure of special education teachers in 18 jurisdictions.

Some jurisdictions incorporated more than one set of national standards in their standards for licensure, and others did not incorporate any of the national standards.

Approximately 10% of the informants did not know whether the standards of the three national organizations were incorporated in their jurisdictions' standards.

Bases for Issuing Licenses

Table 2 provides a summary of jurisdictions' bases for issuing conventional licenses to special education teachers. It also provides information on whether jurisdictions issued freestanding licenses in special education or whether candidates for special education licenses must hold licenses in general education.

All jurisdictions reported that "completion of the curricula of state-approved institutions of higher education" (IHEs) was a basis for issuing a credential in special education. This approval was the sole standard currently used in eight jurisdictions.

The completion of courses/credit hours within the curriculum of a state-approved IHE was an additional basis for issuing special education credentials in 31 jurisdictions. Twenty-four of these jurisdictions required a minimum number of credit hours in specific content/topical areas. The number of credits ranged from 9-45 semester hours. Seven jurisdictions required only a minimum number of credit hours in special education, i. e., the content was not defined. In these seven jurisdictions the number of required credits in special education ranged from 18-30 semester hours.

Sixteen jurisdictions authorized credentials based on "demonstration of required competencies in special education," rather than on the completion of courses. Three jurisdictions required that candidates successfully complete performance assessments for initial licensure in special education. Some jurisdictions reported having combinations of course-based, competency-based, and performance assessment options.

Eleven jurisdictions reported that they were undergoing significant changes in special education licensure or significant changes were under serious consideration. Eight of the jurisdictions planned to change from requiring credit hours in special education to the demonstration of competencies and/or successful completion of performance assessments. Seven of these jurisdictions will require demonstration of competencies in the new models of licensure; performance assessments will be used by five jurisdictions. Three of the transitioning jurisdictions will use both demonstration of competencies and performance assessments as bases for issuing licenses in special education.

Licensure in special education is "freestanding" in a large majority (42) of the jurisdictions. Candidates for licenses in special education in these jurisdictions are not required to have teaching licenses in general education. Kansas, Michigan, Montana, North Dakota, Oregon, Rhode Island, Texas, and West Virginia reported that licensure in general education is required for licensure in special education. (Nevada did not provide information on this question.) Of the states undergoing major transitions in special education licensure Arkansas and New York will move from a freestanding model to one that requires licensure in general education. Kansas will change to a freestanding model.

Areas and Levels of Special Education Licensure

Responses to questions on the areas of special education and age or grade ranges of licenses offered by jurisdictions are summarized in Table 3. Jurisdictions used a broad array of titles for the licenses they awarded in special education. In general, the titles aligned well with the categories of disabilities identified in the Individuals with Disabilities Education Act Amendments of 1997. Therefore, those categories were used as a preliminary structure for organizing the responses. (Because traumatic brain injury was reported only once by jurisdictions, it was listed under “other”.) Most jurisdictions offered some form of generic/non-categorical license in special education. Therefore, generic licensure (e. g., comprehensive special education) and generic licensure by level of disability (e. g., mild disabilities, severe disabilities) were added to the structure. Early childhood special education was also added.

Information on areas of licensure taken from Table 3 is condensed on the next page. (Alaska recognizes licensure titles used by approved preparation programs and is not included in the summary.) Nearly all jurisdictions reported that they awarded special education credentials in the areas of hearing impairment and visual impairment. Montana, New Mexico and Washington did not report the area of hearing impairment; and Montana, New Mexico, Washington and Vermont did not report the area of visual impairment. The next most common categorical area of licensure was emotional disturbance. Twenty-seven jurisdictions offered credentials in this area, and two combined emotional disturbance with another category of disability.

Specific learning disabilities and mental retardation were the next most common categories. Twenty-three jurisdictions offered licenses in specific learning disabilities. (In Kentucky licensure in this category is combined with emotional disturbance.) Twenty-two jurisdictions awarded licenses in mental retardation. Seventeen of them did not make distinctions based on the level of mental retardation. Two jurisdictions awarded licenses in a specific level of mental retardation, and three awarded licenses at two different levels of mental retardation.

About 40% of the jurisdictions reported issuing special education licenses in the area of orthopedic disabilities. Two jurisdictions awarded licenses that combined orthopedic disabilities with another category of disability.

Other categorical areas were not reported frequently by the jurisdictions. Five jurisdictions offered credentials in autism; in Texas the credential is combined with another categorical area. Three jurisdictions awarded licenses in the area of other health impaired; two of the jurisdictions combined them with another category of disability. Other categories of disability, e. g., traumatic brain injury and deaf-blind, were reported by no more than one jurisdiction.

Areas of Special Education Licensure

Area	Number of States
Some form of general special education license	27
Some form of general special education license based on degree of disability	27
Mental Retardation	22
Hearing Impairment	47
Vision Impairment	46
Emotional Disturbance	27
Orthopedically Impaired	21
Autism	5
Other Health Impaired	3
Specific Learning Disabilities	23
Early childhood Special Education	40
Other: (10)	9 different states
Aphasia	1 (CA)
Orientation & Mobility	2 (FL, HI)
Deaf/Blind	1 (HI)
Multiple Disabilities	1 (ID)
Homebound	1 (MI)
Adapted Physical Education	2 (NV, NE)
Traumatic Brain Injury	1 (NV)
Specialist in Assessment of Intellectual Functioning	1 (NH)
Secondary, Diversified Occupations	1 (VT)
Vocational Special Needs	1 (VT)

Approximately 80% of the jurisdictions offered licenses in early childhood special education. However, there were noticeable differences in the age levels/grade ranges for these licenses. Hawaii, Illinois, Mississippi, Montana, New Hampshire, New Jersey, New York, Oklahoma, Pennsylvania, and South Carolina did not report the area of early childhood special education.

All but five jurisdictions reported some form of generic special education license. Twenty-seven issued expansive generic licenses in special education and 27 reported

having generic licenses that were based on one or more levels of disability. Fifteen jurisdictions reported generic licenses at both the mild and more severe levels of disability. Nevada offered a generalist license for teachers of students with mild/moderate disabilities and 11 other jurisdictions reported generic licenses for teachers of students with more severe disabilities.

When licensure in speech language impairment was not included, jurisdictions reported one (Montana) to 12 (Nevada) areas of licensure in special education. (Although most jurisdictions issued licenses to professionals in the area of speech/language impairments, these individuals were usually considered to be clinical professionals rather than teachers.) As illustrated in Figure 1 on the following page, five areas of special education licensure was the most common number (mode) offered by jurisdictions. Seven areas were the next most common. The mean and median number of areas fell between six and seven.

The predominant model for generic licenses reported by the jurisdictions was K-12/PreK-12/1-12 or equivalents. Twenty of the 27 jurisdictions that awarded expansive generic special education licenses used this model, and all of the jurisdictions that awarded generic licenses by level of disability provided this option. Nine of the jurisdictions that awarded expansive generic licenses did so by grade level, but two jurisdictions also offered broader age/grade range licenses, e. g., K-12/PreK-12/1-12. Of the 27 jurisdictions that offered generic licenses by level of disability, four offered both restricted age/grade level licenses and K-12/PreK-12/1-12 or equivalent options. All of the others offered only expansive K-12/PreK-12/1-12 or equivalent licenses.

Of nine jurisdictions undergoing or strongly considering major changes in their models of special education licensure, three (Iowa, Kansas, and Wisconsin) will retain an existing emphasis on grade levels. Three others (Arkansas, Indiana and New York) will move from a K-12/PreK-12 model to one that addresses different grade/age levels.

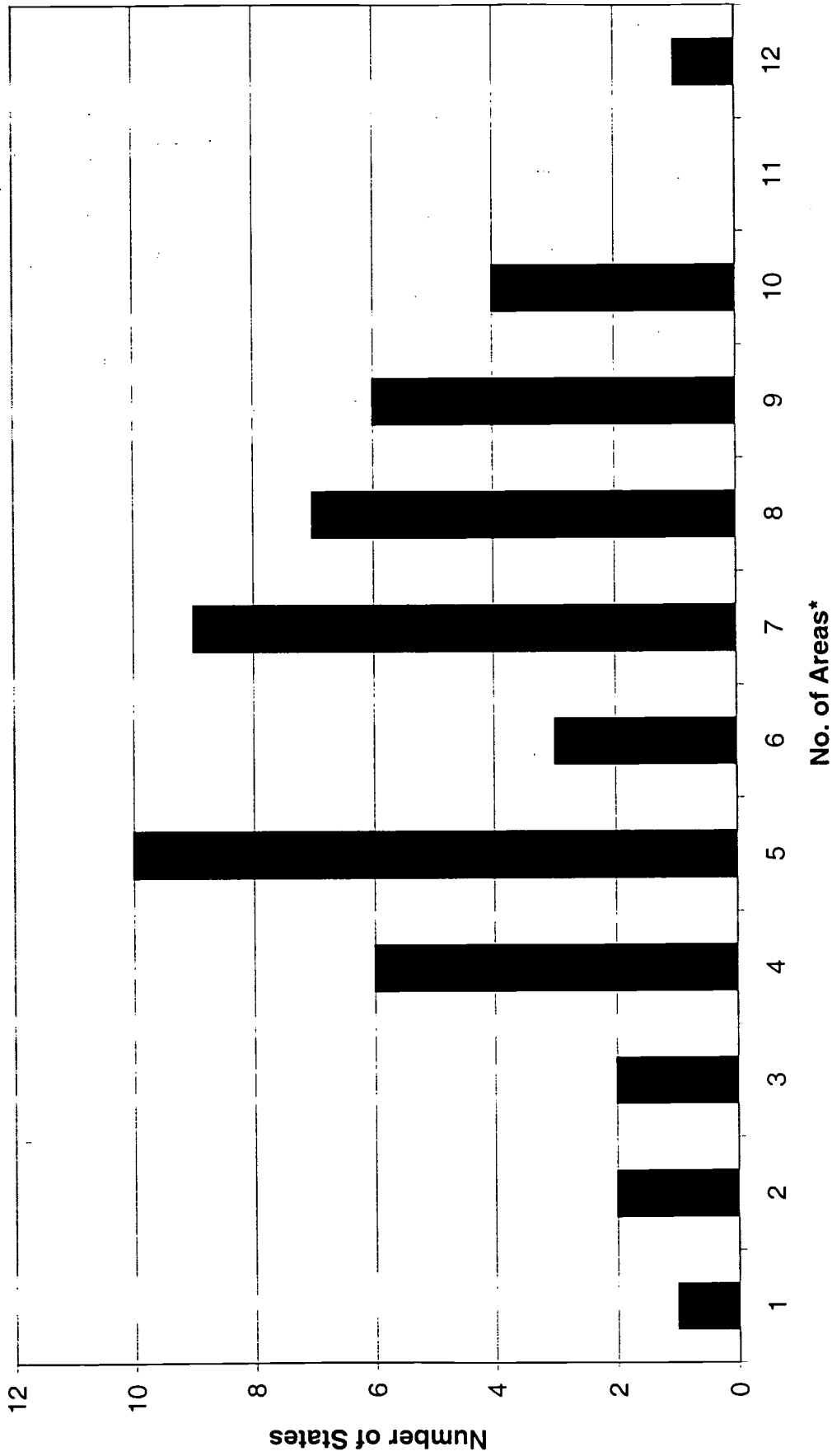
Preparation in General Education for Special Educators

Given the requirement that instruction for students with disabilities should be linked to the general curriculum (Individuals with Disabilities Education Act Amendments of 1997), preparation of special education teacher candidates to meet this requirement was examined. Table 4 summarizes jurisdictions' requirements for preparation in general education curriculum and pedagogy for special education teachers.

Forty-two jurisdictions reported freestanding licenses in special education. The jurisdictions were asked to provide information on their requirements for the preparation of special education teachers in general education curriculum and pedagogy. Fourteen jurisdictions (including Alaska) reported they did not have requirements for preparation in these areas; nineteen reported that such preparation was required by their standards and in the assessments associated with program approval or would probably be included in

Number of Areas of Licensure in Special Education

Figure 1



*Does not include speech/language or multiple licenses in an area of disability. Does include early childhood special education.

new systems of licensure. Seventeen jurisdictions reported that course work was required, and the number of hours varied from “not prescribed” to 30 semester hours. Eight jurisdictions reported requirements of 12 or fewer semester hours for at least some areas of licensure.

Preparation in Special Education for General Educators

Jurisdictions reported on licensure requirements that general education teachers be prepared to teach exceptional children. Responses are summarized in Table 5. Seven jurisdictions reported they had no such requirements for all general education teachers. Two of these jurisdictions, Arkansas and New York, will require preparation in their new systems of licensure. Twenty-two jurisdictions reported that preparation was required by their states’ standards for teacher preparation and that the method of preparation was the option of IHE programs. Five jurisdictions reported that preparation was expected to be embedded in programs.

Seventeen jurisdictions reported that course work in teaching exceptional children was required for general education teachers. Fourteen of these jurisdictions required two or three semester hours or the equivalent in clock hours. The other three jurisdictions did not stipulate the number of hours of required preparation. Four jurisdictions that required credit hours in special education plan to change to standards-based requirements.

Assessment for Licensure

Jurisdictions exhibited considerable variation in the procedures and standards they used to assess the proficiency of beginning special education teachers. Informants provided detailed information on a variety of measures of proficiency including degrees, grade point averages, standardized tests, and required performance assessments. Information on the types of assessments required by each jurisdiction is provided in Table 6. A condensed version of required assessments is provided on page 11.

All jurisdictions required at least a bachelor’s degree in order to be eligible for a license in special education. Four jurisdictions did not require any of the specific measures investigated (minimum grade point average, assessment of basic skills, pedagogical assessment, assessment of knowledge of special education, or performance assessment). Three jurisdictions required, or will require, all the forms of assessment.

Twenty-two jurisdictions reported having minimum grade point average requirements. North Dakota required a 2.5 overall undergraduate grade point average in order to be eligible for a license in special education but did not require other measures of proficiency.

Forty-two jurisdictions required some type of assessment of candidates’ basic skills, usually reading, mathematics, and writing. Jurisdictions’ basic skills assessment requirements are presented in Table 7. State or national standardized tests were the most commonly reported measures of basic skills.

Assessments Required for Licensure of Special Education Teachers

Assessment	Number of States	Comments
GRADE POINT AVERAGES	22	Undergraduate GPAs ranged from "C" to 2.75; 2.5 was the most common requirement. AL and ND reported GPAs as the only measure of candidates' proficiency.
BASIC SKILLS (Usually Reading, math, and writing)	42	
PEGAGOGY	22	
KNOWLEDGE OF SPECIAL EDUCATION	22	An additional 7 states require knowledge of special education tests for some special education licenses.
PERFORMANCE	13	3 more require performance assessments for some areas of special education
ALL OF THE ABOVE	3 (FL, KY*, OK)	*Performance assessment occurs in first year of teaching.
NONE	4 (ID, IA, SD, UT*)	*Approval of programs will require the assessment of candidates' performance during student teaching

Most jurisdictions adopted the PreProfessional Skills Test/PRAXIS I developed by Educational Testing Service. Although many jurisdictions require the same test, they vary on minimum passing scores. The greatest difference in minimum scores existed for the Reading test. The minimum scores for the computer-based version of this test varied from 316 – 335. Minimum scores for the computer-based Mathematics test ranged from 314 - 323; the minimum scores for the computer-based Writing test ranged from 316 - 324.

A majority of the jurisdictions reported requirements for the assessment of knowledge of special education, at least in some areas of special education. Jurisdictions' requirements for assessments of specialized knowledge are reported in Table 8. Approximately one-third of the jurisdictions used PRAXIS II tests prepared by Educational Testing Service. Noticeable differences existed in specific tests required by jurisdictions and in their minimum passing scores.

Fewer states (22) reported requirements for the assessment of pedagogical knowledge. Information on these assessments is provided in Table 9. The majority of the jurisdictions that assess the pedagogical knowledge of aspiring special education teachers have adopted the PRAXIS II Principles of Learning and Teaching test developed by Educational Testing Service. There are three versions of this test based on specific grade levels. Jurisdictions reported passing scores from 152–168 on these tests.

Performance assessments of candidates for initial licenses in special education were required least often. Table 10 provides descriptions of required performance assessments. Thirteen jurisdictions presently require, or will require, some form of performance assessment for all or most candidates. Three other jurisdictions required a performance assessment for applicants in a few areas of special education licensure.

Discussion and Conclusions

There have been major changes in licensure structures and requirements in recent years. Many of the changes reflect a shift to standards-based licensure systems, increased emphasis on the assessment of teacher candidates, multilevel structures of licensure, and models for the induction of new/beginning teachers. In most jurisdictions the field of special education has been included in the transformation of broader licensure structures.

Use of National Standards for the Preparation of Special Educators

National standards for the preparation of special education teachers have influenced the licensure standards adopted by many states. The degree of impact of national standards was often difficult for informants to report in a precise manner. Although many respondents did not know whether their jurisdictions' standards for licensure of special education teachers were influenced by those of national organizations, a substantial number of respondents affirmed that jurisdictions referred to

the standards of one or more national organization when they reviewed and modified their licensure standards. The standards of CEC were considered most frequently.

Informants were confused regarding the status of NASDTEC's standards for special educators. Although many informants were familiar with NASDTEC's standards, there were different understandings of the status of the standards. Some informants believed the standards were no longer operative; others thought they were.

The standards developed by NBPTS were designed for experienced special education teachers. Therefore, it is not surprising to discover they had less influence on jurisdiction's standards for beginning special education teachers than did those of CEC or NASDTEC.

Licensure Systems for Special Education Teachers

All jurisdictions that license special education teachers require the approval of programs that prepare these teachers. Utilization of program approval as a foundation for the licensure of special educators has changed little in the last two decades.

Reliance on course-based models of licensure in special education has a long tradition (Barresi & Bunte, 1979; Fearn, 1987; Piercy & Bowen, 1993). Investigators have consistently reported that this model has been preferred by a plurality of jurisdictions. At the beginning of the 21st Century, most jurisdictions continued to prescribe courses/credit hours that must be incorporated in approved programs of preparation. In 2000-2001 a higher percentage of the jurisdictions were identified as using this approach than had been reported in earlier studies. Jurisdictions differed greatly in the number of credit hours they required for the preparation of special education teachers. They also varied in the content that was required.

A substantial minority (38%) of the jurisdictions did not base licensure of special education teachers on the completion of a prescribed number of credit hours. These jurisdictions required demonstration of identified competencies or the successful completion of performance assessments.

Eight jurisdictions with course-based systems reported they will use, or were considering the use of, competency-based or performance-based requirements in new licensure systems. If and when these changes occur, more than 50% of the jurisdictions will use competency-based or performance-based systems.

Areas and Levels of Licensure in Special Education

Categorical and non-categorical models. As was noted previously there has been long standing interest in categorical and non-categorical models of special education licensure. Where do we stand presently with regard to this matter?

At the beginning of the 21st Century, nearly all jurisdictions have hybrid models of licensure for special educators. Five jurisdictions issued only categorical special

education licenses; and three jurisdictions offered only one or two non-categorical licenses, including early childhood special education. More than 80% of the jurisdictions have hybrid systems of licensure in special education, i. e., award both categorical and non-categorical licenses to special education teachers. More than half of the jurisdictions offered generic/non-categorical licenses. Similarly, more than half offered non-categorical licenses based on a level of disability. Nearly all jurisdictions awarded categorical licenses in visual and hearing impairments. Apart from the areas of sensory impairment, there were only four categorical areas of licensure – emotional disturbance, learning disabilities, mental retardation, and orthopedic impairments - that were reported by more than 10% of the jurisdictions.

In the last 30 years there has been a clearly identifiable shift from special education licensure models that were based solely on categories of disabilities to models that retain categorical options but also offer non-categorical options. By way of illustration, Abeson and Fleury (1972) reported seven jurisdictions with some form of non-categorical licensure; others were categorical. The situation now is almost the reverse; all but five jurisdictions award some form of non-categorical license, and three jurisdictions award only non-categorical licenses (including early childhood special education).

Statistics on the number of areas of special education licensure awarded by jurisdictions have remained surprisingly constant across the last three decades. Abeson and Fleury (1972) found jurisdictions offered from one to eight areas of licensure. The mode was six. Gilmore and Aroyros (1977) found a mode of seven areas of licensure. In this study the mode was five, and the median and mean were between six and seven. On average the number of areas of special education licensure available in jurisdictions may have decreased slightly. However, eleven jurisdictions reported more areas of special education licensure than were reported by any jurisdiction 30 years ago (Abeson & Fleury, 1972).

Among categorical areas of licensure, visual impairment and hearing impairment have been the most common for the last 25 years. The categories of mental retardation and physical disabilities are reported much less frequently than they were in the 1970s and 1980s. The number of jurisdictions awarding licenses in the categorical areas of learning disabilities and emotional disturbance has remained relatively unchanged in the last decade.

Of the jurisdictions undergoing major transitions in their licensure systems, Arkansas, Indiana, Iowa, Kansas, and South Carolina will reduce the number of categorical areas of licensure in special education. None will increase the number of categorical areas.

Levels of licensure in special education. When licensure in early childhood special education is discounted, 33 jurisdictions used only expansive levels of licensure in special education, e. g., K-12. This finding is compatible with those of Steffens (1996) and Putnam and Habanek (1993) who reported that a majority of jurisdictions used

expansive licenses for teachers of students with mild forms of disabilities. All other jurisdictions had mixed systems that included expansive licenses and licenses restricted to specific ages or grade levels. No jurisdiction awarded licenses only for specific age/grade/developmental levels. When the results of this study are compared with those of Gilmore and Aroyros (1977), the number of jurisdictions offering the option of age/grade/development level-specific licenses in special education has increased.

Licensure in early childhood special education. Four out of five jurisdictions have licenses for early childhood special educators. New York will add this area of licensure in 2004, and South Carolina has a proposal to add a credential in the area. In 1979 Trohanis et al. reported four jurisdictions issued licenses in this area; presently more than 40 do. These findings underscore the fact that licensure in early childhood special education has experienced dramatic growth over the last two decades.

Not only has licensure in early childhood special education grown rapidly, it has grown in many directions. There is no consensus on age or grade ranges for these licenses. Striffler (1995) reported age ranges of birth through 3, birth-through five, and birth through 8. These and other age/grade options were identified in the present study.

Preparation of Special Educators in General Education

Permitting candidates to be directly licensed in special education without being prepared first as a general education teacher is a common practice of jurisdictions. Only eight jurisdictions reported that licensure in general education was a requirement for licensure in special education. This study identified fewer jurisdictions requiring licensure in general education than have been identified previously (Barresi & Bunte, 1979; Piercy & Bowen, 1993; Putnam & Habanek, 1993).

It is not uncommon for jurisdictions to shift from freestanding to not freestanding models of special education licensure. Since 1996 the proportion of states issuing freestanding licenses in special education has remained relatively constant. Eight states have changed or are about to change this dimension of their licensure structure. Three of the changes were toward a freestanding model and five were away from freestanding.

Individualized education programs (IEPs) of students receiving special education should be related to the "general curriculum" (Individuals with Disabilities Education Act Amendments of 1997). In view of this requirement, special education teachers will need to be knowledgeable of the general curriculum and should be acquainted with pedagogical strategies used by general educators. Teachers prepared in jurisdictions with freestanding models of special education licensure will need to acquire such knowledge as part of their preparation. Nearly one-third of the jurisdictions with freestanding models of licensure have no such requirements for special education teachers. Among the jurisdictions that have requirements for preparation in these areas, the number of credit hours of preparation varied widely.

Special Education Preparation for General Education Teachers

Required preparation in special education for general education teachers is common place. All but five jurisdictions require or soon will require such preparation for most general education teachers. This licensure requirement has more than doubled in the last two decades (Barresi & Bunte, 1979).

The most common means of requiring preparation of general education teachers to educate exceptional children is through states' standards for the preparation of teachers. Standards-based rather than course-based requirements appear to be preferred increasingly. Soon approximately two-thirds of the jurisdictions will have adopted a standards-based or embedded approach to special education preparation for general educators.

Assessment of Beginning Special Education Teachers

Program approval standards, whether they be course-based, competency-based, or performance-based are one means of "assuring the quality" of beginning special education teachers. Assessment of candidates' knowledge and skills is another means.

Jurisdictions have very different requirements relative to measuring the proficiency of special education teacher candidates. The only common denominator is a required bachelor's degree. Many jurisdictions require assessment of basic skills, pedagogical knowledge, and/or knowledge of special education. However, even when jurisdictions commonly assess one or more of these areas; they often use different instruments and have different standards for acceptable performance.

In the last 20 years, jurisdictions' requirements for assessment of candidates have increased greatly. In 1979 Barresi and Bunte reported nine jurisdictions required assessments. Currently 45 require some form of standardized assessment. Six more jurisdictions required assessments of basic skills than were reported by Piercy and Bowen in 1993. Similar growth was not found in jurisdictions' assessment of knowledge of special education. The number of jurisdictions requiring such assessment has remained relatively unchanged during the last dozen years (Ramsey, 1988; Piercy & Bowen, 1993). Assessment of pedagogical knowledge and skills was required least frequently. When assessment of pedagogy was required, it was usually at the level of knowledge.

Approximately 30% of the jurisdictions required, or are in the process of requiring, performance assessment of candidates for special education licenses. Interest in this form of assessment appeared to be growing; a majority of the jurisdictions that reported significant changes in their licensure systems will implement performance assessments in their new systems.

Summary Observations

A substantial majority of jurisdictions have adopted licensure structures that include a mixture of categorical and non-categorical licensure options. This situation has evolved largely through the addition of non-categorical options over the last three decades. The growth of non-categorical licensure options may provide jurisdictions and local education agencies with flexibility needed to address chronic shortages of special education teachers. The growth of non-categorical licensure models is reinforced by the fact that more than 80% of the degrees awarded in special education are in “general” special education as opposed to categorical areas of special education (Mainzer & Horvath, 2001).

Jurisdictions have continued to show a decided preference for expansive age/grade range levels of licensure in special education. All jurisdictions award grades 1-12 or more expansive licenses in at least one area of special education. Some jurisdictions undergoing major reforms in their licensure structures are converting to more restricted age/grade levels or are adding these options. The impact of these changes on the supply and quality of special educators is a worthwhile area of study.

Licensure in the area of early childhood special education is now common among jurisdictions. This area of licensure has grown dramatically in the last two decades. At the beginning of the 21st Century, at least 80% of the jurisdictions issue licenses in this area. The diversity of models and age/grade levels makes it difficult to easily summarize requirements for licensure in early childhood special education.

Ninety per cent of the jurisdictions now require, or soon will require, some preparation of general educators to teach students with disabilities. However, a sizable minority of the jurisdictions lacks similar requirements that special education teachers receive preparation in general education curriculum or pedagogy. This omission may raise concern about the preparedness of special education teachers to implement IEPs that are related to the general curriculum. It would not be surprising if jurisdictions begin to enhance requirements for the preparation of special education teachers in general education curriculum and instruction.

Jurisdictions have significantly increased requirements for the assessment of teacher candidates in the last two decades. The most frequently required assessment is in the area of basic skills. Although such assessments may assure the fundamental competence of teachers in reading, writing, and mathematics, they do not assure that candidates have acquired the knowledge and instructional expertise needed to facilitate learning by students with disabilities. Several jurisdictions have adopted or are exploring performance assessments that will assure competence in these areas. These initiatives are supported by standards adopted by the National Association for the Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC). Required assessments of the knowledge and abilities of special education teacher candidates is an area that has been given little attention in the past and merits increased emphasis in future investigations.

Challenges Encountered in Studying Special Education Licensure

Research on the topic of special education licensure does not lack challenges. One challenge that must be addressed when studying special education licensure is identification of informed respondents. Throughout the years investigators have targeted state-level licensure personnel, state-level special education personnel, or occasionally both for information on the topic. Because responsibilities for licensure of special education teachers are distributed in diverse ways within jurisdictions, it is often difficult to determine the most knowledgeable respondents in advance. The lack of common organizational structures in jurisdictions complicates research and can reduce response rates, thereby distorting the national picture of licensure requirements.

A second challenge is specialized jargon. Jurisdictions use terms related to licensure that often do not have common definitions across borders. Examples of such terms include “license,” “certificate,” “endorsement,” “approval,” and “authorization.” The variety of licensure-related terms and the absence of common definitions hampers communication and can contribute to error in research on the subject. Impediments to communication on licensure are exacerbated by the lack of common terms and definitions in special education. More than a quarter-century ago Gilmore and Aroyros (1972) described the current situation well when they observed that “a prolix profusion of particular terms pervades the field of special education” (p. 9). Fearn’s (1987) discovery of 181 titles for special education licenses underscores the magnitude of the communication challenge. Although the study described in this report employed strategies for validation of information obtained on the licensure of special education teachers, errors may still exist due to imprecise communication.

Questions for Future Investigation of Conventional Special Education Licensure

In the future attention should be directed to at least three large areas of research on licensure and special education. The first area focuses on the education of students with disabilities and licensure requirements for special education and regular education teachers. Do certain licensure models/requirements contribute to improved learning by students with disabilities? This question will not be answered easily, but it is the fundamental question. The purpose of licensure is to ensure the quality of school personnel (Mackey & McHenry, 1994), and a proof of the quality of teaching personnel is enhanced learning by students.

The second area of investigation focuses on the relationship between licensure standards and the quality of special education teachers and to the abilities of general educators to meet the instructional needs of all students. Although improved student learning is a key indicator of the quality of instruction, there are other indicators. Do certain models of licensure contribute to the quality of special education teachers? If so what are the critical elements in those models? Answers to these questions may be found on the way to answering the fundamental question regarding teacher licensure requirements and learning by students with disabilities.

A third area of investigation is the relationship between licensure models and the supply of special education teachers. This topic is more easily explored than the previous two. Although it is not directly linked to quality of instruction and improved learning by students with disabilities, there may be an indirect connection. Are certain models of special education licensure more successful in assuring an adequate supply of special education teachers than others? The answer to this question is of interest to school administrators, policy makers, and parents. Many special education licensure systems have been modified with the expectation that the changes will increase the availability of special education teachers. In some jurisdictions this has been an argument for non-categorical and PreK-12/K-12 models of licensure. It is time to gather data on the relationship between licensure systems and the supply of special education teachers.

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TABLES 1-10

Table 1 Incorporation of National Standards in States Licensure Standards

State	National Standards		
	CEC	NBPTS	NASDTEC
AL	Y	N	N
AK	Y	Y	N
AZ	Y	N	N
AR Current	Y	N	Y
New	Y	N	N
CA	DK	DK	DK
CO Current	Y	N	N
Proposed	Y	Y	N
CT Current	DK	N	N
New	Y	DK	N
DE	Y	N	Y
DC	N	N	N
FL	DK	N	DK
GA	Y	Y	N
HI	N	N	Y
ID	DK	N	Y
IL Current	DK	N	DK
Proposed	Y	Y	N
IN Current	DK	N	N
New	No information		
IA Current	Y	N	DK
New	Y	Y	Y
KS Current			
New	Y	Y	Y

National Standards

State	CEC	NBPTS	NASDTEC
KY	Y	N	N
LA	N	N	DK
ME	N	N	N
MD	DK	N	Y
MA	DK	DK	Y
MI	N	N	N
MN	Y	DK	N
MS	Y	N	N
MO	Y	N	N
MT	Y	N	N
NE	N	DK	DK
NV Current	DK	N	DK
New	Y	N	N
NH	No information		
NJ	N	N	Y
NM	Y	N	Y
NY Current	N	N	N
New	Y	Y	Y
NC	Y	Y	Y
ND	Y	N	Y
OH	Y	N	N
OK	Y	N	Y
OR	Y	N	N

State	National Standards		
	CEC	NBPTS	NASDTEC
PA Current	N	N	Y
Proposed	Y	N	Y
RI Current	N	N	Y
New	No information		
SC Current	DK	DK	DK
Proposed	Y	N	DK
SD	DK	DK	DK
TN	N	N	N
TX	DK	DK	DK
VT	DK	DK	DK
UT	Y	N	N
VA	N	N	N
WA	N	DK	DK
WV	Y	Y	Y
WI Current	Y	DK	DK
New	Y	DK	DK
WY	N	N	Y

CEC = The Council for Exceptional Children
 NBPTS = National Board for Professional Teaching Standards
 NASDTEC = National Association of Teacher Education and Certification*
 (* Discontinued setting standards in 1996. Defers to CEC.)

DK = I don't know.
 Y = Yes
 N = No

Table 2 Bases for Issuing Credentials and Types of Special Education Credentials

State	Bases For Issuing Credentials						Type of License	
	SAP	DC	MH	CTA	PA	Other	Free Standing	Not Free Standing
AL	X	X					X	
AK	X						X	
AZ	X		X				X	
			(21 sem. hrs. in sped)					
AR	Current	X		X			X except for hearing impaired	
			(18-24 semester hrs. depending on licensure area)					
(2002)	New	X	X		X			X
CA		X					X (1996)	
CO		X					X	
CT	Current	X		X			X	
				(number of hours is not specified)				
	Proposed	X	X				X	
DE		X	OR	X			X	
				(42 semester hrs.)				
DC		X		X			X	
				(21-36 semester hrs. depending on licensure area)				
FL		X		X		X	X	
				(minimum of 30 semester hrs.)				
GA		X		X			X	
				(35 quarter hrs.)				
HI		X	X				X	

State	Bases For Issuing Credentials						Type of License	
	SAP	DC	MH	CTA	PA	Other	Free Standing	Not Free Standing
ID	X		X (30 semester hrs.)				X	
IL	Current	X		X (32 semester hrs)			X	
	Proposed	X	X			X	X	
IN	Current	X		X (9-24 semester hrs, depending on licensure area)			X	
	Proposed	X				X	X	
IA	Current	X		X (24 semester hrs)			X with exception of multicategorical resource	
(2004)	New	X	X				X with exception of mild-moderate disabilities	
KS	Current	X						X
	Proposed	X	X				X	
KY		X					X	
LA		X		X (18-24 semester hrs.)			X	
ME		X		X (27 semester hrs. and student teaching)			X	
MD		X	OR	X (39-45 semester hrs.)			X	

State	Bases For Issuing Credentials						Type of License		
	SAP	DC	MH	CTA	PA	Other	Free Standing	Not Free Standing	
MA	Current	X	X (24 semester hrs.)			X	X		
	Proposed	No information						No information	
MI		X	X*	X*	X*	X*		X	
		(* = for some areas of licensure)							
MN		X	X				X		
MS		X					X		
MO		X			X		X		
		(minimum of approximately 25 semester hrs. depending on licensure area)							
MT		X				X		X	
NE		X			X		X		
		(22 semester hrs.)							
NV		X	No information					No information	
NH		X	X				X		
NJ		X			X		X		
		(18 semester hrs. and student teaching and 12 credits in general professional education)							
NM		X		X		X	X		
		(30 semester hrs.)							
NY	Current	X		X		X	X		
		(24 semester hrs.)							
(2004)	New	X						X	
NC		X	X				X		
ND		X			X			X	
		(32 semester hrs.)							
OH		X					X		
OK		X	X				X		

State	Bases For Issuing Credentials						Type of License	
	SAP	DC	MH	CTA	PA	Other	Free Standing	Not Free Standing
OR	X	X			X			X
PA	X	X					X	
RI	Current X			X				X
				(24-27 semester hrs.)				
(2001) New	X	X			X			X
SC	Current X			X*			X	
				(* = 18 semester hrs. for added endorsement)				
	Proposed							
	X	X					X	
SD	X	X	X*				X	
			(* = 18 semester hrs. for added endorsement)					
TN	X	X					X	
TX	X	X		X				X except for hearing impaired
				(24 semester hrs.)				
VT	X	X	OR	X*	OR	X	X	
			(* = 18 semester hrs. for added endorsement)					
UT	X						X	
VA	X	X		X			X (1998)	
				(27 semester hrs.)				
WA	X			X	X	X	X	
				(45 quarter hrs.)				
WV	X	X						X (2000)
WI	Current X			X			X	
				(22 semester hrs. and student teaching)				
(2004) New	X				X		X	
WY	X	X					X	

SAP = State Approved Program

DC = Demonstration of Required Competencies

MH = Completion of Minimum Number of Credit Hours in Special Education

CTA = Completion of Minimum Number of Credit Hours in Specified Content/Topical Area
PA = Performance Assessment

Table 3 Categories and Age/Grade Levels* for Special Education Licenses

State	Special Education Credential Categories												
	MR	HI	SL	VI	ED	OI	A	OHI	SLD	ECSE	General	General Other Levels	
AL		B	B	B						b-8 yrs.	Collaborative Teacher		
											k-6th		
											6th-12th		
Error! No index entries found.													
AK	Credential titles are determined by approved preparation programs. Developmental levels of approved programs are used to determine grade ranges.												
AZ	K	K	K	K	K	K			K	b-5 yrs.	Special Education	Severe/	
											K	Profound	
												K	
AR			K	K	K	K				b-5 yrs.		Mild	
												Disabilities	
												K	
Current												Moderate-	
												Profound	
												K	
New (2002)			b-8 yrs.K	b-8 yrs,						b-8 yrs.	Instructional		
			4th-8th	4th-8th							Specialist		
			7th-12th	7th-12th							4th-12th		
CA			B	B	B		B			b to k		Mild-	Aphasia
												Moderate	B
												K	
												Moderate-	
												Severe	
												K	
CO													
Current	5-21	b-21	5-21	b-21	5-21					b-5 yrs.		Moderate	
	yrs.	yrs	yrs.	yrs.	Yrs.							Needs	
												5-21 yrs.	
												Profound	
												Needs	
												b-21 yrs	
Proposed	Under revision												
CT		P	P	P						b-k	Comprehensive		
Current										p-k	Spec. Ed.		
											1st-12th		
Proposed	Unified general education and special education licenses												

State Special Education Credential Categories

State	MR	HI	SL	VI	ED	OI	A	OHI	SLD	ECSE	General	GL	Other
DE		K	K	K		K	K			b-k	Exceptional Children: Elem. 1st-8th Sec. 7th-12th		
											Trade and Industries 9th-12th		
DC	K	K	K	K	K	K			K	p-3 rd	Non-Categorical K		
FL	K	K	K	K	K	K			K	b-k b-3 yrs. 3 yrs.-3 rd	Varying Exception. K	Prof. Hcp. K	O & M K
GA	K	K	P	K	K	K			K	3-5 yrs.	Interrelated K		
HI		3-20 yrs.		3-20 yrs.		3-20 yrs.					Spec. Ed. 3-20 yrs.	Mild/Mod. 3-20 yrs. Sev./Pro. 3-20 yrs.	Orientation & Mobility 3-20 yrs. Deaf/Blind 3-20 yrs.
ID	K (SMR)	K		K	K	K				b-3 rd	Generalist K Standard Exceptional Children K Consult. Teacher K		Multiple Hand. K
IL	P (EMR) (TMR)	P	P	P	P	P				P			



State

Special Education Credential Categories

MR	HI	SL	VI	ED	OI	A	OHI	SLD	ECSE	General	GL	Other
----	----	----	----	----	----	---	-----	-----	------	---------	----	-------

IN

Current	K (mild)	K	K	K	K			K	b to k			Mild dis. K Severe dis. K
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Proposed	Preschool	Preschool										Mild Intervention Preschool Elementary: Primary Elementary: Intermediate Middle Sch./ Jr. High High Schools
----------	-----------	-----------	--	--	--	--	--	--	--	--	--	--

Intensive
Intervention
Preschool
Elementary:
Primary
Elementary:
Intermediate
Middle Sch./
Jr. High
High Schools



State

Special Education Credential Categories

	MR	HI	SL	VI	ED	OI	A	OHI	SLD	ECSE	General	GL	Other
IA Current		k-6 th 7-12 th	k-6 th 7-12 th	b-20 yrs.	k-6 th 7-12 th	k-6 th 7-12 th	k-6 th 7-12 th		k-6 th 7-12 th	b-k b to 3rd	Multi- Categorical Resource k-6 th 7-12 th Multi- Categorical Special Class with Inclusion k-6 th 7-12 th	Severe/ Profound K	
Proposed			k-6 th 7-12 th		k-6 th 7-12 th					b to 3rd		Mild- Mod. k-6 th 7-12 th Instructional Strategist I k-6 th 7-12 th Instructional Strategist II k-6 th 7-12 th	
KS Current	K k-9 th 7-12 th	K k-9 th 7-12 th	P	K k-9 th 7-12 th	K k-9 th 7-12 th	K k-9 th 7-12 th			K k-9 th 7-12 th	PreK		Inter- related K k-9 th 7-12 th Severely Multi Disabled K k-9 th 7-12 th	
Proposed		P		P						b-3rd		Adaptive K-6 th 5-8 th 6-12 th Functional K-6 th 5-8 th 6-12 th	

State Special Education Credential Categories

State	MR	HI	SL	VI	ED	OI	A	OHI	SLD	ECSE	General	GL	Other
KY		K	K	K	C(K)				C(K)	b-k		Mod./ Sev. K	
LA		PreSch., 1-8, and 7-12 grades	K	PreSch., 1-8, and 7-12 grades						b-4yrs.		Mild/ Mod. 1 st -12 th Severe/ Profound 1 st -12 th	
ME		K	K	K						b-4 yrs	Teacher of Students With Dis. k-3rd k-8 th 7-12th	Teacher of Students With Sev/Pro Impair. K	
MD		B		B						b-3 rd	Generic Elem. 1 st -8th Sec. 6 th -12 th	Sev/ Pro. B	
MA		B	B	B						p-3 rd	Teachers of Students with Special Needs p-9th 5 th -12 th	Teachers of Students with Intensive Special Needs B	
MI	K	K	K	K	K	C(K)	K	C(K)	K	b-5 yrs.			Home Bound K
MN	K	B	B	B	K	K			K	b-6 yrs.			
	Current	Mild/Mod											
		Mod/Sev											
New (2000)	K	B	B	B	K	C(B)		C(B)	K	b-6 yrs.			
	Devel. Disabilities												

State Special Education Credential Categories

State	MR	HI	SL	VI	ED	OI	A	OHI	SLD	ECSE	General	GL	Other
MS		K	K	K	K							Mild/ Mod. Dis k-8th K Sev/ Multiply Dis. K	
MO	K	K	K	K	K	C(K)		C(K)	K	b-3 rd		Sev. Dev. Dis. K Mild/Mod Cross Cat. K	
MT											Generic Spec. Ed. P		
NE		K k-8th 7-12th	P	K	K				K k-8th 7-12th	b-4 yrs.		Mild/Mod k-8th k-9 th 7-12th K Severe/ Multiple Dis K	Adpt. P. E. K
NV	3-21 yrs.	3-21 yrs.	3-21 yrs.	3-21 yrs.	3-21 yrs.	3-21 yrs.	3-21 yrs.	3-21 yrs.	3-21 yrs.	b-7 yrs.		Generalist (LD, ED, MR) Mild to Moderate Needs K	TBI 3-21 yrs. Adapt P. E. 3-21 yrs.
NH	K	K	K	K	K	K			K		General Spec. Ed. K		Special. in Assess. of Intell. Funct. K

State Special Education Credential Categories

State	MR	HI	SL	VI	ED	OI	A	OHI	SLD	ECSE	General	GL	Other
NJ		P	P	P					P		Teacher of Handi-Capped P		
NM										b-4 yrs.	General Spec. Ed. P		
NY		P	P	P							Spec. Ed. P		
Current													
New (2004)		B	B	B						b-2 nd	Students with Dis. 1st-6th 5-9th 7-12th		
NC	K	K		K	K				K	b-k 3-4 yrs.	Cross Categorical (Mild/Mod) K Sev/Prof. Disabled K		
ND	K	K	K	K	K	K			K	b-3rd			
OH (1998)		3-21 yrs.		3-21 yrs.						3-8 yrs.	Mild-Moderate 5-21 yrs. Moderate-Intensive 5-21 yrs.		
OK		P		P							Mild/Mod. Dis. P Sev/Pro Dis. P		

State Special Education Credential Categories

	MR	HI	SL	VI	ED	OI	A	OHI	SLD	ECSE	General	GL	Other
OR		P	P	P						b-3 rd	Special Educator: ECED & ELED p-8th MCED and High Sch. 5th-12th		
PA		K	K	K							Mentally and/or Physically Handicapped K		
RI		K		K						b to k		Mild/Mod. Elem/Mid k-8th Mid/Sced 7th-12th Sev/Pro 3-20 yrs.	
SC Current	K EMH TMH	K	K	K	K	K	K			K	Generic K		
Proposed	K	K	K	K	K					K	p	Multi-Categorical K Severe Dis. K	
SD		K	b-21	K							b-8 yrs.	Special Education k-8th K	
TN		P	P	P							b-1 st	Modified K Comprehensive K	
TX		P		P	C(P)		C(P)				p-6 th	Generic Sped Sev/pro P Hcp. 6 th -12th P	



State Special Education Credential Categories

State	MR	HI	SL	VI	ED	OI	A	OHI	SLD	ECSE	General	GL	Other
UT		K	K	K						b-5 yrs.		Mild/ Moderate K Severe K	
VT		K	K							b-7 yrs.	Consult. Teacher/ Learning Specialist K	Intensive Sec. Special Needs K Special Education Resource Room K	Divers. Occup. 7-12th Voc. Spec. Needs Teach 7-12th
VA	K	K	K	K	K				K	b-4 yrs.		Spec. Ed. Sev/pro K	
WA										b-3 rd	Special Education K		
WV	K 5 th -12 Mild to Moderate	B		B	K 5-12 th	K 5-12	K 5-12 th		K 5-12th	b-4 yrs.		Sev/Pro Hcp. B	
WI current	P p-9 th 6-12th	P	P	P	P p-9 th 6-12 th	P p-9 th 6-12th			P p-9 th 6-12th	b-8 yrs.			
new (2004)	P Mid. Child./ Early Adolescence, e.g., ages 6-12 or 13 Early Adolescence/ Adolescence e.g., ages 10-21	P	P	P	P Same levels as MR	P Same levels as MR			P Same levels as MR	b-7 yrs.	Cross- Categorical with Areas of Concentration (LD, BD, MR) -Mid. Child./ Early Adolescence, e.g., ages 6-12 or 13 OR Early Adolescence/ Adolescence e.g., ages 10-21 OR -wide range P		

State Special Education Credential Categories

	MR	HI	SL	VI	ED	OI	A	OHI	SLD	ECSE	General	GL	Other
WY	K	K	K	K	K				K	b-5 yrs.	Exceptional Children K Generalist K		

Legend:

B = Birth through 12 grade

P = Prekindergarten through 12th grade

K = Kindergarten through 12th grade

b = birth

p = prekindergarten

k = kindergarten

- = through

C = Combined with another category of disability which also is designated with a C

Table 4 Required Preparation in General Education Curriculum and Pedagogy in States with Freestanding Credentials in Special Education

State	Not Applicable	Not Required	Minimum Number of Hours Required	Required in Standards/ Assessments/ Program Approval
AL				X
AK		X		
AZ				X
AR	X (new)		Current 9 sem. hrs. Mild disabilities 12 sem. hrs. visually impaired	
CA				X
CO				X
CT		X		
DE			12 sem. hrs.	
DC			6 sem. hrs.	
FL			9 sem. hrs.	OR X
GA			6 sem. hrs.	
HI				X
ID		X		
IL		X		
IN			Required but number of hrs. is not prescribed	
IA		X		
KS	X (current)			X (Likely in new design)
KY				X
LA		X		

State	Not Applicable	Not Required	Minimum Number of Hours Required	Required in Standards/ Assessments/ Program Approval
ME			6 sem. hrs.	
MD		X		
MA			Required but number of hrs. is not prescribed	
MI	X			
MN				X
MS		X		
MO			Mild/moderate 13 sem. hrs. Deaf 6 sem. hrs. Blind 13 sem. hrs. Severe disabilities 4 sem. hrs. Speech/language 2 sem. hrs. Early Childhood sped 21 sem. hrs.	
MT	X			
NE			Approximately 18 sem. hrs. for some special education credentials	
NV			Yes, except for early childhood special education. No information on number of hours.	
NH				X
NJ		X		
NM		X		
NY	X (new)		12 sem. hrs. (current) + student teaching	
NC				X

State	Not Applicable	Not Required	Minimum Number of Hours Required	Required in Standards/ Assessments/ Program Approval
ND	X			
OH			12 sem. hrs. AND	X
OK			Required but number of hrs. is not prescribed AND	X
OR				X
PA		X		
RI	X			
SC		X		
SD			30 sem. hrs.	
TN				X
TX	X		24 sem. hrs. for alternative certification	
UT				X
VT	X (proposed)	X		
VA		X		
WA				X
WV	X (new)			
WI			14 sem. hrs.+ practicum in general education (current)	X (2004)
WY				X except for early childhood special education

Table 5 Required Preparation for General Educators to Teach Exceptional Children

State	Number of Hours Required	Embedded	Required by Standards and Option of Program
AL			X
AK			X
AZ	-----Not required-----		
AR	Not currently required		X (New licensure)
CA			X
CO			X
CT	36 clock hrs.		
DE	3 sem. hrs. (for teachers of children in "inclusion" settings)		
DC	3 sem. hrs.		
FL			X (Also, performance competence required for professional license for teachers who did not complete a state approved program.)
GA	3 sem. hrs. or 50 hours of staff development		
HI		X	
ID	-----Not required, except for early childhood endorsement-----		
IL		X (2003)	X (Current requirements)
IN	X (Current requirement) Number of hours is not stipulated.		X (New licensure)

State	Number of Hours Required	Embedded	Required by Standards and Option of Program
IA	X number of hours is not stipulated		
KS	2 sem. hrs.		X (New licensure proposal)
KY		X Including field experiences with diverse populations	
LA	3 sem. hrs. Intro.Ex. Child.		
ME	3 sem. hrs. on mainstreaming		
MD	3 sem. hrs.		
MA			X
MI			X
MN		X	
MS	3 sem. hrs.		
MO	2 sem. hrs.		
MT		X	
NE	3 sem. hrs.		
NV	3 sem. hrs. (Information was not confirmed)		
NH			X
NJ		X (Pre K-3 only)	
NM			X

State	Number of Hours Required	Embedded	Required by Standards and Option of Program
NY	Not currently required		X (New licensure)
NC			X
ND	X Course related to inclusion of students with disabilities. Number of hours is not stipulated		
OH			X
OK			X
OR			X
PA			X
RI	3 sem. hrs.		X (New licensure)
SC	-----Not required-----		
SD	-----Not Required-----		
TN			X
TX			X
UT			X
VT			X
VA	-----Not Required-----		
WA			X
WV			X
WI	3 sem. hrs.		X (New performance-based licensure, 2004)
WY			X

Table 6 Required Assessments for Initial Licensure of Special Education Teachers

State	Minimum GPA	Knowledge of Basic Skills	Pedagogical Knowledge	Knowledge of Special Education	Other	Performance Assessment
AL	2.5 undergrad. 3.0 masters 3.25 sixth year	No	No	No		Yes
AK	No	Yes	No	No		No
AZ	No	No	Yes	Yes		No
AR	2.5	Yes	Yes	Yes		No
CA	C or IHE requirement that is higher than "C"	Yes	Yes (Reading)		Yes Content Knowledge	No
CO	No	No	No	Yes		Yes (Braille for teachers of visually impaired)
CT	B- for entry to teaching programs	Yes	No	Yes for comprehensive special ed. license		No
DE	No	Yes	No	No		No
DC	No	Yes	No	Yes		No
FL	2.5 in subject courses	Yes	Yes	Yes		Yes for graduates of state's approved programs
GA	2.5	Yes	No	Yes		No
HI	No	Yes	Yes	Yes		Yes
ID	No	No	No	No		No
IL	No	Yes	Yes	Yes		No
IN	No	Yes	No	Yes in the areas of Severe disabilities Seriously emot. Hand., and Learning dis.		Yes (2002-2006)

State	Minimum GPA	Knowledge of Basic Skills	Pedagogical Knowledge	Knowledge of Special Education	Other	Performance Assessment
IA	No	No	No	No		No
KS	2.5	Yes	Yes except for Speech/ Language Pathologist, Early childhood Disabled, and Severely Multi Disabled	No		No
KY	2.5	Yes	Yes	Yes		Performance is assessed in one year Internship program
LA	2.5	Yes	Yes	No		No
ME	None	Yes	No	No		No
MD	C	Yes	No	Yes for Generic Elem/Middle, Infant primary, and Sec./adult		No
MA	No	Yes	No	Yes for Teachers of Students with Special Needs and Early Childhood Teachers		No
MI	No	Yes	Yes	Yes		Yes -----for some areas of special education licensure-----
MN	No	Yes	In development			
MS	2.5	Yes	Yes	Yes		No
MO	2.5	Yes	No	Yes		No
		Overall and in major area of study				
MT	2.5	Yes	No	No		No
NE	No	Yes	No	No		No

State	Minimum GPA	Knowledge of Basic Skills	Pedagogical Knowledge	Knowledge of Special Education	Other	Performance Assessment
NV	No	Yes	-----No information-----			No
NH	No	Yes	No	No		No
NJ	2.75	Yes	No	Yes for Speech language specialists only.		No
NM	No	Yes	Yes	No		No
NY	No	Yes	Yes	being developed		No
NC	2.5 for admission to programs only	Yes	No	Yes except for hearing impaired, birth thru kindergarten, and preschool educator 3 to 5		Yes
ND	2.5	No	No	No		No
OH	2.5 by reference To NCATE	No	Yes	Yes		Yes (2002)
OK	2.5	Yes	Yes	Yes	Yes Foreign language proficiency	Yes
OR	No	Yes	No	Yes		Yes
PA	Beg. Sept. 2001 will require at least 2.6 in each area of teaching. gradually increasing to 3.0 beginning 2003.	Yes	Yes	Yes	Yes elementary content knowledge	No
RI	No	Yes	Plan to require			Yes (2001)
SC	2.5	Yes	Yes	Yes		No
SD	No	No	No	No		No
TN	No	Yes	Yes	Yes		No

State	Minimum GPA	Knowledge of Basic Skills	Pedagogical Knowledge	Knowledge of Special Education	Other	Performance Assessment
TX	No	Yes	Yes	Yes		Yes for some teachers of deaf children
UT	No	No	No	No		No refer to comment in Table 10
VT	No	Yes	Being considered for implementation in 2002			No
VA	No	Yes	---Being considered---			No
WA	No	Yes	Yes	Yes		Yes
WV	2.5	Yes	Yes	Yes		No
WI	2.75 in major and minor and professional education courses, except for student teaching	Yes	No	Yes		Yes (2004)
WY	No	Yes Embedded in Standards	Yes Embedded in Standards	Yes Embedded in Standards		Yes Embedded in Standards

Table 7 Basic Skills Assessments

State	Test	Reading Score	Mathematics Score	Writing Score	Other Areas
AL	Currently assessment of basic skills is required prior to program admission. Effective May 2002, assessment of basic skills will become a precondition for certification.				
AK	PI-PPST* or CBT	175 322	173 318	174 321	
AZ	Assessment of Basic Skills is not required.				
AR	PI-PPST or CBT	172 319	171 319	173 316	
CA	CBEST	37	37	37	
CO	Assessment of Basic Skills is not required.				
CT	PI-CBT	324	319	318	
DE	PI-PPST or CBT	175 322	174 319	173 319	
DC	PI-PPST or CBT	172 319	174 319	171 316	
FL	PI-PPST or CBT	172 321	175 317	171 318	
	OR				
	The College Level Academic Skills test Composite score of 295 for reading, languages arts, and mathematics and a score of 6 on the essay.				

* PRAXIS I –Preprofessional Skills Test (PPST)
Computer-Based Test (CBT)

State	Test	Reading Score	Mathematics Score	Writing Score	Other Areas
GA	PI-PPST or CBT	172 319	173 318	172 318	
HI	PI-PPST or CBT	175 322	176 321	171 316	
ID	Assessment of Basic Skills is not required.				
IL	Basic Skills Test	70 (Scaled)	70 (Scaled)	70 (Scaled)	Language arts 70 (Scaled)
IN	PI-PPST or CBT	176 323	175 320	172 318	
IA	Assessment of Basic Skills is not required.				
KS	PI-PPST	173	174	172	
KY	PI-PPST or CBT	173 320	173 318	172 318	
LA	PI-PPST or CBT	172 319	170 315	171 316	
ME	PI-PPST	No minimum scores established.			
MD	PI-PPST or CBT	177 335	177 322	173 319	
MA	Communication and Literacy Test	Minimum score of 70			
MI	Basic Skills Test	220 (Scaled)	220 (Scaled)	220 (Scaled)	
MN	PI-PPST	173	169	172	

State	Test	Reading Score	Mathematics Score	Writing Score	Other Areas
MS	PI-PPST or CBT	170 316	169 314	172 318	
MO	C-BASE	235	235	235	
MT	PI-PPST	170	170	170	
NE	PI-PPST or CBT or Content Mastery Examination for Education	170 316	171 316	172 318	Composite score = 350
NV	PI-PPST	-----No information required scores-----			
NH	PI-PPST or CBT	174 321	172 317	172 318	
NJ	Assessed by preparation programs. No particular tests required.				
NM	New Mexico Teacher Assessments	Basic Skills = 240 (Scaled)		General Knowledge 240 (Scaled)	
NY	Liberal Arts and Sciences Test:	Standardized score = 220			
NC	PI-PPST or CBT	176 323	173 318	173 319	
ND	Assessment of Basic Skills is not required.				
OH	Assessment of Basic Skills is not required.				
OK	Oklahoma General Education Test	Composite score = 240			

State	Test	Reading Score	Mathematics Score	Writing Score	Other Areas
OR	PI-PPST	174	175	171	
	or CBT	321	320	317	
	or C- BEST	37	37	37 (minimum composite of 123)	
PA	PI-PPST	172	173	173	Listening (172)
RI	National Teacher's Examination				Communications - 657 General Knowledge - 649
SC	PI-PPST	175	172	173	
	or CBT	332	317	319	
	or Education Entrance Exam				
SD	Assessment of Basic Skills is not required.				
TN	PI-PPST	174	173	173	
	or CBT	321	318	319	
TX	Assessed by programs for admission. No particular tests required. Areas assessed: reading, written communication, math, and critical thinking.				
UT	Assessed by programs for admission. No particular tests required. Areas assessed: reading, written communication, math, and critical thinking.				
VT	PI-PPST	177	175	174	
VA	PI-PPST	178	178	176	Composite 532
	or CBT	326	323	324	Composite 973
WA	Must demonstrate knowledge of basic skills. A variety of assessment options is allowed. No particular tests are required.				
WV	PI-PPST	174	172	172	
WI	PI-PPST	175	173	174	
WY	Assessment of Basic Skills is not required.				

Table 8 Assessments of Knowledge of Special Education Required by States

State	Area	Test	Score
AL	Written test covering content of program, including knowledge of special education.		
AK	Does not require specialty area assessment.		
AZ		Arizona Educator Proficiency Assessment: Subject Knowledge	
	Cross categorical (MR, LD, ED, OH, HI)	Cross categorical	
	Visually Impaired	Visually Impaired	
	Hearing Impaired	Hearing Impaired	
	Emotionally Disabled	Emotionally Disabled	
	Learning Disabled	Learning Disabled	
	Speech/Language Pathologist	Speech/Language Pathologist	
	Early Childhood	Early Childhood	
	Mental Retardation	Mental Retardation	
	Physically Disabled	Physically Disabled	
	Severely & Profoundly Disabled	Severely & Profoundly Disabled	
	Special Education	Special Education	
AR	Mildly Handicapped	351 and 352	150 141
(out going requirements)	Moderately/Profoundly Handicapped	351 and 352	150 141
	Seriously Emotionally Disturbed	351 and 352	150 141
	Deaf and Hard of Hearing	351 and 271	150 160
	Visually Impaired	351 and 280	150 None
(Incoming requirements, effective 1/1/02)	Instructional Specialist (Grades 4-12)	351 and 352	150 141
	Instructional Specialist (P-4)	351, 352, and 690	150 141 610
	Hearing Specialist	351 and 271	150 160
	Vision Specialist	351 and 280	150 None

State	Area	Test	Score
CA	Does not require specialty area assessment.		
CO	P.L.A.C.E.		
	Severe needs: Vision	Severe needs: Vision and Braille Performance	220 Pass
	Severe Needs Hearing	Severe Needs Hearing	220
	Moderate Needs	Moderate Needs	220
	Profound Needs	Profound Needs	220
	Severe Needs Communication	Severe Needs Communication	220
	Early Childhood Special Education (Birth to Age 5)	Early Childhood Special Education (Birth to Age 5)	220
	Severe Needs Cognitive	Severe Needs Cognitive	220
	Severe Needs Affective	Severe Needs Affective	220
CT	PRAXIS II: Specialty Areas		
	Comprehensive Special Education	351 and 352	155 150
DE	Does not require specialty area assessment.		
DC	PRAXIS II: Specialty Areas		
	Visually Impaired	350	510
	Hearing Impairments	350	510
	Non-Categorical (K-12)	350	510
	Serious Emotional Disturbance	350	510
	Specific Learning Disabilities	350	510
	Mental Retardation	350	510
	Orthopedically Impaired	350	510
	Early Childhood Special Education	10020	520
	Graduates of George Washington University must take	350	510

State	Area	Test	Score
FL		Subject Area Examinations	
	Visually Impaired	Visually Impaired	200
	Hearing Impaired	Hearing Impaired	200
	Emotionally Disabled	Emotionally Disabled	200
	Specific Learning Disability	Specific Learning Disability	200
	Speech-Language Impaired	Speech-Language Impaired	200
	Mentally Disabled	Mentally Disabled	200
	Physically Impaired	Physically Impaired	200
	Varying Exceptionalities	Varying Exceptionalities	200
	PreK-Primary	PreK-Primary	200
	Preschool	Preschool	200
GA		PRAXIS II: Specialty Areas	
	Visually Impaired	None	
	Hearing Impaired	10271	168*
	Behavior Disorders	20351 and 20371	152* 153*
	Learning Disabilities	20351 and 20381	152* 156*
	Speech/Language Pathology	20330	500*
	Interrelated Special Education/Early Childhood (P-5)	30016 and 20012	154* 137*
		OR	
		20351 and 10352	152* 153*
	Mental Retardation	20351 and 20321	152* 153*
	Orthopedically Impaired	none	
	Interrelated Special Education	20351 and 10352	152* 130*

*Scores being phased in between 1997 and 2002.

State	Area	Test	Score
HI		PRAXIS II: Specialty Areas	
	Visually Impaired	351 and	136
		352	141
	Hearing Impaired	351 and	136
		352	141
	Special Education Mild/Moderate	351 and	136
		352	141
	Special Education Severe/Profound	351 and	136
		352	141
	Deaf/Blind	351 and	136
		352	141
Orientation & Mobility	351 and	136	
	352	141	
Orthopedically Impaired	351 and	136	
	352	141	
Special Education (General Special Education, Cross-Categorical)	351 and	136	
	352	141	

Hawaii will honor the minimum scores established by states in which candidates are prepared.

ID Does not require specialty area assessment.

State	Area	Test	Score	
IL		Subject Matter Knowledge Test:		
	Blind & Partially Sighted	Blind and Partially Sighted	70	
	Deaf and Hard of Hearing	Deaf and Hard of Hearing	70	
	Educable Mentally Handicapped	Educable Mentally Handicapped	70	
	Trainable Mentally Handicapped	Trainable Mentally Handicapped	70	
	Speech & Language Impaired	Speech & Language Impaired	70	
	Learning Disabilities	Learning Disabilities	70	
	Physically Handicapped	Physically Handicapped	70	
	Social/Emotional Disorders	Social/Emotional Disorders	70	
	IN		PRAXIS II: Specialty Areas	
		Severe disabilities	10320	560
Seriously emotionally handicapped		10370	540	
	Learning disabled	10380	430	
IA	Does not require specialty area assessment.			
KS	Does not require specialty area assessment.			
KY		PRAXIS II: Specialty Areas		
	Visually Impaired	352 and 280	146 658	
		Hearing Impaired	352 and 271	146 167
	Learning & Behavior Disorders		352 and 371	146 157
		Speech & Communication Disorders	352 and 330	146 600
	Moderate/Severe		352 and 321	146 146
		Interdisciplinary Birth to Primary	Kentucky Interdisciplinary Early Childhood Test	150

State	Area	Test	Score
LA	Does not require specialty area assessment.		
ME	Does not require specialty area assessment.		
MD	PRAXIS II: Specialty Areas		
	Visually Impaired	No test	
	Hearing Impaired	No test	
	Generic Elementary/Middle	351 and 352	155 147
	Severely/Profoundly Disabled	No test	
	Generic Infant Primary	351 and 352	155 147
	Generic Secondary Adult	351 and 352	155 147
MA	Teacher of Students with Special Needs	Content Test for Teachers of Students with Special Needs	70
	Early Childhood Teacher	Content Test for Early Childhood Teachers	70
MI	Michigan Test for Teacher Certification		
	Subject Area Tests:		
	Hearing Impaired	Hearing Impaired	220
	Autistically Impaired	Autistic	220
	Emotionally Disturbed	Emotionally Impaired	220
	Learning Disabilities	Learning Disabled	220
	Mentally Impaired	Mentally Impaired	220
	Physically or Otherwise Health Impaired	Physically or Otherwise Health Impaired	220
	Speech and Language Impaired	Speech and Language Impaired	220
	Visually Impaired	Visually Impaired	220
MN	No information		

State	Area	Test	
	Score		
MS		PRAXIS II: Specialty Areas	
	Mildly/Moderately Disabled	350	550
	Hearing Impaired	350	550
	Emotionally Disabled	350	550
	Severely/Multiply Disabled	350	550
	Speech/Language Pathology	330	600
	Visually Impaired	350	550
MO		PRAXIS II: Specialty Areas	
	Blind/Partially Sighted	10350	550
	Deaf/Hard of Hearing	10350	550
	Mild/Moderate Behaviorally Disordered	10350	550
	Severely Developmentally Disabled	10350	550
	Speech and Language Specialist	20330	600
	Early Childhood Special Education	0690	620
	Mild/Moderate Learning Disabled	10350	550
	Mild/Moderate Mentally Handicapped	10350	550
	Mild/Moderate Physical and Other Health Impaired	10350	550
	Mild/Moderate Cross-categorical	10350	550
MT	Does not require specialty area assessment.		
NE	Does not require specialty area assessment.		
NV	Does not require specialty area assessment.		
NH	Does not require specialty area assessment.		

State	Area	Test	Score
NJ	Speech-Language Specialist	PRAXIS II: Specialty Areas 20330	500
	Praxis II Specialty Area assessments are not required for other areas of special education licensure		
NM	Does not require specialty area assessment.		
NY	Does not require specialty area assessment. Tests are being developed for effective date of February 2, 2004.		
NC		PRAXIS II: Specialty Areas	
	Visually Impaired	0280	550
	Cross-categorical (Mild/moderate)	351 and	143
		352	136
	Severely/profoundly Disabled	351 and	143
		321	144
	Speech/Language Pathology	330	550
	Mentally Handicapped	351 and	143
		321	144
	Emotionally Disturbed	351 and	143
		371	147
	Specific learning disabilities	351 and	143
		381	139
ND	Does not require specialty area assessment.		
OH	Mild Moderate Intervention Specialist	352 and	147
		351	151
	Hearing Impaired	352 and	147
		351	151
	Moderate Intensive Intervention Specialist	352 and	147
		351	151
	Speech/Language Pathologist	330	610
	Early Childhood Intervention Specialist	352 and	147
		351	151
	Visually Impaired	280	580

State	Area	Test	Score
OK	Blind/Visual Impairment	Oklahoma Subject Area Test of Blind/Visual Impairment	240
	Deaf/Hard of Hearing	Oklahoma Subject Area Test of Deaf/Hard of Hearing	240
	Mild/Moderate Disabilities	Oklahoma Subject Area Test of Mild/Moderate Disabilities	240
	Severe-Profound, Multiple Disabilities	Oklahoma Subject Area Test of Severe-Profound, Multiple Disabilities	240
OR		PRAXIS II: Specialty Areas	
	Visually Impaired	10280	760
	Hearing Impaired	10271	150
	Special Educator	10352	156
		20351	155
	Communication Disorders Early Intervention	10330 10690	630 560
PA		PRAXIS II: Specialty Areas	
	Visually Impaired	Elem. Content Knowledge & 10280	142 620
	Hearing Impaired	Elem. Content Knowledge & 10271	142 164
	Mentally and/or Physically Handicapped	Elem. Content Knowledge, 10352 and	142 144
		20351	152
Speech and Language Impaired	Elem. Content Knowledge & 10880	142 No cut	
RI	Does not require specialty area assessment.		

State	Area	Test	Score
SC		PRAXIS II: Specialty Areas	
	Visually Handicapped	10280	690
	Hearing Handicapped	10271	161
	Emotionally Handicapped	10370	680
	Educable Mentally Handicapped	10320	590
	Trainable Mentally Handicapped	10320	590
	Speech Correctionist	10330	510
	Generic Special Education	10350	600
	Learning Disabilities	10380	670
	Orthopedically Handicapped	10290	630
SD	Does not require specialty area assessment.		
TN		PRAXIS II: Specialty Areas	
	Special Education Modified K-12	351 and	145
		352	140
	Special Education Comprehensive K-12	351 and	145
		352	140
	Special Education Vision Pre K-12	351,	145
		352, and	140
		0280	700
	Special Education Hearing Pre K-12	351,	145
		352, and	140
		71	163
	Special education Speech/Language PreK-12	0330	600
	SPED Early Childhood PreK-1	351,	145
		352, and	140
		690	560

State	Area	Test	Score
TX		Examination for the Certification of Educators in Texas:	
	Visually Impaired	Visually Impaired and Braille Test	70 Scaled score (SS) Pass
	Hearing Impaired	Hearing Impaired and TASC-ASL*	70 SS Pass
	Generic Special Education	Generic Special Education	70 SS
	Severely/Profoundly Handicapped	Severely/Profoundly Handicapped	70 SS
	Seriously Emotionally Disturbed and Autistic	Seriously Emotionally Disturbed & Autistic	70 SS
	Early Childhood-Handicapped	Early Childhood- Handicapped	70 SS
UT	Does not require specialty area assessment.		
VT	Does not require specialty area assessment. Tests are being considered.		
VA	Does not require specialty area assessment. Specialty area assessment is under consideration.		
WA	Does not require specialty area assessment.		

State	Area	Test	Score
WV		PRAXIS II: Specialty Areas	
	Behavior Disorders, excluding Autism	351 and 371	136 156
	Behavior Disorders, including Autism	351 and 371	136 156
	Hearing Impaired	351	136
	Mentally Impaired (mild to moderate)	351 and 321	136 136
	Physically Handicapped	351	136
	Developmentally Delayed	351 and 690	136 550
	Severely/Profoundly Handicapped	351	136
	Specific Learning Disabilities	351 and 381	136 144
	Speech/Language Pathology	330	600
	Visually Impaired	351	136
WI	Will initiate in 2004.		
WY	Does not require specialty area assessment.		

Table 9 Pedagogical Assessments Required by States

State	Area	Test	Score
AL	Written test covering content of program, including pedagogical knowledge.		
AK	Assessment of Pedagogical Knowledge is not required.		
AZ	All areas of special educator licensure	Arizona Educator Proficiency Assessment	
AR	All areas of special education Licensure	PRAXIS II: Principles of Learning & Teaching (PLT)	
	(outgoing requirements)	Option of K-6, 5-9, or 7-12	164
	<hr/>		
	(incoming requirements, effective 1/1/02)		
	Instructional Specialist (Grades 4-12)	Option of 5-9 or 7-12	164
	Instructional Specialist (P-4)	K-6	164
	Hearing Specialist & Vision Specialist	Option of K-6, 5-9, or 7-12	164
CA	All areas of special education licensure, except early childhood special education	Reading Instruction Competence Assessment	Pass
CO	Assessment of Pedagogical Knowledge is not required.		
CT	Assessment of Pedagogical Knowledge is not required.		
DE	Assessment of Pedagogical Knowledge is not required.		
DC	Assessment of Pedagogical Knowledge is not required.		

State	Area	Test	Score
FL	For all areas of special education except endorsements.	Florida Professional Education Test or National Teacher's Examination Professional Knowledge	200 657
GA	Assessment of Pedagogical Knowledge is not required.		
HI	All areas of special education licensure.	PII: PLT K-6, 5-9, or 7-12	163 157 157
ID	Assessment of Pedagogical Knowledge is not required.		
IL	Assessment of Pedagogical Knowledge is not required.		
IN	Assessment of Pedagogical Knowledge is not required.		
IA	Assessment of Pedagogical Knowledge is not required.		
KS	All areas of special education licensure. Except Early Childhood Disabled, Severely Multi Disabled, and Speech/Language Pathology	National Teacher's Exam* OR PRAXIS II: PLT *In transition until 2004	642 161
KY		PII: PLT (effective 1/1/02)	

State	Area	Test	Score	
LA	Preschool Visually Impaired	P II: PLT (K-6)	161	
	Visually Impaired (1-8)	P II: PLT (K-6)	161	
	Visually Impaired (7-12)	P II: PLT (7-12)	161	
	Preschool Hearing Impaired	P II: PLT (K-6)	161	
	Hearing Impaired (1-8)	P II: PLT (K-6)	161	
	Hearing Impaired (7-12)	P II: PLT (7-12)	161	
	Mild/moderate		P II: PLT (K-6)	161
			or PLT (7-12)	161
	Severe/profound		P II: PLT (K-6)	161
			or PLT (7-12)	161
Speech/language Hearing Specialist		P II: PLT (K-6)	161	
		or PLT (7-12)	161	
Early Interventionist		P II: PLT (K-6)	161	
ME	Assessment of Pedagogical Knowledge is not required.			
MD	Assessment of Pedagogical Knowledge is not required.			
MA	Assessment of Pedagogical Knowledge is not required.			
MI	All areas of special education licensure	Michigan Test for Teacher Certification: Elementary Education Test OR Subject area tests	220 scaled score (SS) 220 SS	
MN	-----No information-----			
MS	All areas of special education licensure, except speech/language pathology	P II: PLT	152	
MO	Assessment of Pedagogical Knowledge is not required.			

State	Area	Test	Score
MT	Assessment of Pedagogical Knowledge is not required.		
NE	Assessment of Pedagogical Knowledge is not required.		
NV	-----No information-----		
NH	Assessment of Pedagogical Knowledge is not required.		
NJ	Assessment of Pedagogical Knowledge is not required.		
NM	All areas of special education licensure	New Mexico Teacher Assessments: Teacher Competency: Elementary Education or Secondary Education	249 SS
NY	All areas of special education licensure	Assessment of Teaching Skills	220 Standardized Score
NC	Assessment of Pedagogical Knowledge is not required.		
ND	Assessment of Pedagogical Knowledge is not required.		
OH	All areas of special education Licensure	PII: PLT K-6, 5-9, or 7-12	168 168 165
OK	All areas of special education licensure	Oklahoma Professional Teaching Examination PreK through 12	240
OR	Assessment of Pedagogical Knowledge is not required.		
PA	All areas of special education licensure	P II: PLT	167

State	Area	Test	Score
RI	All areas of special education licensure	P II: PLT	167
SC	All areas of special education licensure	P II: PLT	165
SD	Assessment of Pedagogical Knowledge is not required.		
TN	All areas of special education licensure, except speech/ language pathology	P II: PLT	
		Option of:	
		K-6	155
		5-9	154
		7-12	159
TX	All areas of special education licensure	Examination for the Certification of Educators in Texas: Professional Development Test	70 (SS)
UT	All areas of special education licensure, except speech/ language pathology	P II: PLT For license Level II (effective Jan. 2002)	To be determined by Oct. 2001
VT	Being considered for implementation in 2002.		
VA	Being considered.		
WA	Assessment of Pedagogical Knowledge is included in student teaching.		
WV	All areas of special education Licensure, except speech/ Language pathology	P II: PLT	
		Option of:	
		K-6	165
		5-9	159
		7-12	156

State	Area	Test	Score
WI	Assessment of Pedagogical Knowledge is not required.		
WY	Assessment of Pedagogical Knowledge is required within program approval standards.		

Table 10 Performance Assessment Requirements For Beginning Teaching Licenses

State	Description of Performance Assessment
AL	Performance assessment is required prior to program completion.
AK	Performance assessment is not required for a beginning license.
AZ	Performance assessment has not been developed.
AR	Performance assessment is not required for a license in special education.
CA	Performance assessment is not required for a beginning license.
CO	Braille Performance assessment is required for the Credential in Severe Needs: Vision.
CT	Performance assessment is not required for a beginning license.
DE	Performance assessment is not required for a beginning license.
DC	Performance assessment is not required for a beginning license.
FL	Candidates who complete in-state approved programs will have demonstrated performance prior to receiving temporary licenses.
GA	Performance assessment is not required for a beginning license.
HI	Successful demonstration of competencies is required within preparation programs. Methods of assessment are not prescribed.
ID	Performance assessment is not required for a beginning license.
IL	Performance assessment is not required for a beginning license.
IN	Presently performance assessment is not required for a beginning license, but a portfolio assessment requirement will be phased in between 2002 and 2006.
IA	Performance assessment is not required for a beginning license.

Table 10 Performance Assessment Requirements For Beginning Teaching Licenses

State	Description of Performance Assessment
KS	Performance assessment is not required for a beginning license.
KY	One year internship is required.
LA	Performance assessment is not required for a beginning license.
ME	Performance assessment is not required for a beginning license.
MD	Performance assessment is not required for a beginning license.
MA	Performance assessment is not required for a beginning license.
MI	Performance assessment is required for some special education licenses.
MN	Performance assessment is not required for a beginning license.
MS	Performance assessment is not required for a beginning license.
MO	Performance assessment is not required for a beginning license.
MT	Performance assessment is not required for a beginning license.
NE	Performance assessment is not required for a beginning license.
NV	Performance assessment is not required for a beginning license.
NH	Performance assessment is not required for a beginning license.
NJ	Performance assessment is not required for a beginning license.
NM	Performance assessment is not required for a beginning license.
NY	Performance assessment is not required for a beginning license.
NC	State regulations require that preparation programs have documentation of agreements between programs and cooperating teachers on candidates' performance for initial licensure.
ND	Performance assessment is not required for a beginning license.

State	Description of Performance Assessment
OH	Performance assessment is not required for a beginning license. Effective fall 2002, programs must ensure performance assessment of candidates under the Educational Testing Service's Pathwise framework.
OK	Candidates are required to perform successfully on portfolio assessment conducted by preparation programs.
OR	Candidates for initial licenses must provide work samples from K-12 students. Both cooperating teachers and university supervisors must agree on the successful performance of candidates for teaching licenses. Development is underway to evaluate the performance of beginning teachers prior to awarding continuing licenses.
PA	Performance assessment is not required for a beginning license.
RI	Approval of programs requires that portfolio assessments of their candidates' performance be conducted effective 2001.
SC	Performance-based standards are being developed.
SD	Performance assessment is not required for a beginning license.
TN	Performance assessment is not required for a beginning license.
TX	Candidates for licensure in hearing impaired must pass the Texas Assessment of Signed Communication if they are going to be assigned to a classroom in which American Sign Language is the primary means of communication.
UT	Approval of preparation programs will require that they assess the performance of students and candidates must perform successfully in order to receive an Initial Educator's license. (student teaching experience)

State	Description of Performance Assessment
VT	Performance assessment is not required for a beginning license.
VA	Performance assessment is not required for a beginning license.
WA	Approved preparation programs must gather evidence of candidates' demonstration of skills in field settings and their impact on improved learning by K-12 students.
WV	Performance assessment is not required for a beginning license.
WI (2004)	Approval of preparation programs will require that they assess the performance of students based on teaching and content standards, and candidates must successfully complete assessments in order to receive an Initial Educator's license.
WY	Performance assessment is required for a beginning license within the program approval standards.

Appendix A

U·A·L·R

COLLEGE OF EDUCATION
Office of the Dean

March 6, 2000

Dear Director of Teacher Licensure/Certification for

The licensure/certification of special education teachers has been, and remains complex and confusing. In the mid 1980s states reported more than 180 titles/areas of licensure for special education teachers. Since that time the Individuals with Disabilities Education Act (I.D.E.A.) has been periodically reauthorized with implications for the preparation of administrators, general educators, and special education personnel for our schools.

The beginning of a new century is an opportune time to examine the status of licensure/certification of special education teachers. I request your assistance in this endeavor by identifying a knowledgeable representative of your agency to participate in a telephone interview on this topic. The interview should take approximately 30 minutes and will be conducted at a time agreeable to your designee.

By **March 21st** please identify a person from your agency who is knowledgeable about licensure/certification of special education teachers in your state. I will contact the individual to schedule an appointment for an interview. At that time a copy of the questionnaire will be provided to assist your representative in preparing for the interview.

You may return a completed copy of this letter in the enclosed self-addressed, postage-paid envelope; or it can be faxed to my attention at (501) 569-8694. You can e-mail the information to me at <wlgeiger@ualr.edu>.

Person to be interviewed: _____
Telephone number: _____
FAX number : _____
E-Mail Address: _____

Thank you in advance for your participation in this study. Please let me know if you would like to receive information on the results.

Sincerely,

William L. Geiger, Ed. D.
Associate Dean, College of Education
Enclosure

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Appendix B

Certification/Licensure of Special Education Teachers 4/2000

State: _____ Date: _____

Name of Individual Interviewed: _____

Telephone number: _____ FAX number: _____

E-mail address: _____

Many states have initiated significant changes in their systems of teacher licensure/certification in the last few years or are planning to make major changes.

1. Is your state in the process of making significant changes in teacher certification/licensure? yes no

(If "yes") Please describe these changes and timelines.

2. Is your state making changes in the certification/licensure of special education teachers? yes no

(If "yes") Please describe the changes and timelines.

3. Other than the changes mentioned in your previous answers to items, do you anticipate significant changes in your state's overall system of certification/licensure or in the licensure of special education teachers between 2000 and 2005?

_____ yes _____ no

(If "yes") Please describe.

Standards for certification/licensure of special education teachers have been developed by national organizations including The Council for Exceptional Children (CEC), the National Board for Professional Teaching Standards (NBPTS), and the National Association of State Directors of Teacher Education and Certification (NASDTEC).

4. Has your state incorporated any of the following standards into its requirements for certification/licensure for special education teachers?

CEC's standards yes no I don't know.

(If "yes") Please describe how these standards are used:

NBPTS's standards for Exceptional Needs Specialists

yes no I don't know.

(If "yes") Please describe how these standards are used:

NASDTEC's standards for teachers of students with disabilities

yes no I don't know.

(If "yes") Please describe how these standards are used:

Most states require that candidates for initial teaching certificates/licenses in general education (e. g., early childhood, elementary, secondary education) have some instruction in special education to prepare them to teach exceptional children.

5. Is such preparation required in your state? yes no

(If "yes") How is this required preparation accomplished? I will list five options, please identify those that apply in your state. You may choose more than one option.

course(s) in special education
(number of required credit hours = _____ semester hours)

course(s) specifically related to the inclusion of students with disabilities
(number of required credit hours = _____ semester hours)

required courses in special education and field experiences with exceptional children/youth

content on teaching children with disabilities is embedded in regular teacher education courses/programs

other (Please describe: _____)

6. Is certification/licensure in special education separate and freestanding from that for general educators or must candidates for special education certificates/licenses also hold certificates/licenses in general education?

freestanding

not free standing

Please describe any special education certificates/licenses that are exceptions to the statement you checked above: _____

(If special education certificates/licenses are separate/freestanding) Must candidates complete courses in general education (e. g. early childhood education, elementary education, secondary education)?

yes (number of credit hours = _____ semester hours)

no

7. States have adopted a variety of bases for licensing/certifying special education teachers (e. g., competency-based, course-based requirements, etc.). I will identify six options. Please select those which describe your state's basis for awarding certificates/licenses in special education.

completion of the curricula of state-approved institutions of higher education

successful completion of a minimum number of credit hours in special education (number of required credit hours = _____ semester hours)

successful completion of minimum number of credit hours in specified courses/topical areas in special education (number of credit hours = _____ semester hours)

demonstration of required competencies in special education

successful completion of performance assessments

other (describe) _____

Please describe any special education certificates/licenses that are exceptions to the options you selected:

The next three questions pertain to the certification/licensure of early childhood special educators.

8. Does our state offer a “unified”/single certificate or license for early childhood teachers and early childhood special educators. ___ yes ___ no
9. Is your state’s license/certificate for early childhood special education teachers separate from certificates/licenses for teachers of children with disabilities in elementary and secondary grades? ___yes ___no
10. Does your state license/certify teachers in age-related subspecialties within its early childhood special education (e. g., birth to 3 early interventionist, preschool (3-5) specialist)? ___ yes ___ no

(If “yes”) Please identify the subspecialties. _____

11. *The accompanying matrix lists your state’s areas of special education licensure/certification as identified in the 1998-99 NASDTEC Manual on Preparation and Certification of Educational Personnel. I will guide you through the matrix and record your responses.*

SPECIAL EDUCATION TEACHER LICENSURE MATRIX

STATE

A. AREA/TITLE OF SPECIAL EDUCATION CERTIFICATION	B. AGE OR GRADE LEVEL OF CERTIFICATION/LICENSURE GRADE LEVEL		ASSESSMENTS							G. DESCRIPTION OF ANY REQUIRED PERFORMANCE	
			C. REQUIRED LEVEL OF ACADEMIC PREPARATION	D. MINIMUM GPA REQUIRED	E. PEDAGOGICAL SKILLS		F. SPECIAL KNOWLEDGE/SPECIAL EDUCATION				
					E1 TEST	E2 MINIMUM ACCEPTABLE SCORE	F1 TEST	F2 MINIMUM ACCEPTABLE SCORE			
			B G M								
			B G M								
			B G M								
			B G M								
			B G M								
			B G M								
			B G M								
			B G M								
			B G M								



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