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TO: Members of State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: March 28, 2017

SUBJECT: COMAR 13A.12.02.21
Hearing Impaired
AMEND – Permission to Publish

PURPOSE:

The purpose of this item is to request permission to publish amendments to COMAR 13A.12.02.21, *Hearing Impaired* (attachment I). Amendments are being proposed to update language and to identify content specific coursework.

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board, may propose a new regulation whenever the circumstances arise to do so. The State Board shares joint authority with the Professional Standards and Teacher Education Board (PSTEB) to develop regulations governing teacher certification and preparation.

When PSTEB initiates a regulatory change, the State Board must review the proposed regulation. In order to reject a proposed regulation, a super-majority of the State Board (three-fourths of its members) must vote against the change. Otherwise, the regulation moves forward in the regulation promulgation process.

After the State Board has voted to approve the regulation (or has failed to garner a super-majority vote to disapprove the regulation), the proposed regulation is sent to the Administrative, Executive and Legislative Review (AELR) Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, the Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) revise the regulation and

re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, the AELR committee may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

If the State Board moves to adopt the regulation in the form it was proposed, the regulation will be sent back to PSTEB for final adoption.

HISTORICAL BACKGROUND:

Currently, COMAR 13A.12.02.21 titled "*Hearing Impaired*" requires an applicant to meet the requirements for certification in generic special education at any grade level, require specific content and professional education courses, and demonstration of successful teaching experience established by a series of at least four observation periods per year.

Based on a request from Maryland School for the Deaf (MSD) on April 2, 2015, at the direction of the Professional Standards Teacher Education Board, the MSDE established a workgroup to review the certification requirements for the teachers of the Deaf and Hard of Hearing community and make recommendations as applicable. That workgroup, consisting of representatives from the Governor's Office of the Deaf & Hard of Hearing, McDaniel College, Maryland School for the Deaf, Anne Arundel County Public Schools, the Steering Committee for Students Who Are Deaf/Hard of Hearing, Towson University, and the MSDE, met on four occasions to discuss barriers to certification for teachers of the deaf and hard of hearing community and to review and revise, as appropriate, the current COMAR regulation.

The workgroup recommended that for initial deaf and hard of hearing certification, out of state programs be accepted, the number of general special education coursework requirements be reduced, and the content-specific coursework in deaf and hard of hearing be updated.

On December 1, 2017, the Professional Standards Teacher Education Board granted permission to publish the proposed regulations.

PROPOSED AMENDMENTS:

The proposed amendments update language, remove the special education certification requirement, and identify content-specific coursework required of applicants.

SUMMARY:

The current regulation, COMAR 13A.12.02.21, *Hearing Impaired*, requires changes due to current teacher staffing needs and the need for updated language. New language would increase opportunities for teacher candidates and expand the pool of teachers eligible for certification to teach deaf and hard of hearing students while still maintaining the requirement of relevant essential coursework.

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ACTION:

Request permission to publish amendments to COMAR 13A.12.02.21, *Hearing Impaired*.

Attachment

COMAR 13A.12.02.21

.21 Deaf and Hard of Hearing [Hearing Impaired]

A. [An applicant for certification in hearing impaired shall meet the requirements of this regulation.] *To receive certification in Deaf and Hard of Hearing under transcript analysis (13A.12.01.04G.), the applicant shall complete the following:*

(a) Earn a bachelor's degree or higher from an institution of higher education (IHE); and

(b) Complete the specialized content and professional education course work required in §B-C of this regulation.

B. [Special Education Certification. The applicant shall meet the requirements for certification in generic special education at any age/grade level.] *Specialized Content Course Work. An applicant shall submit a minimum of 18 semester hours of specialized content course work taken at an IHE in the following areas:*

(1) A minimum of 3 semester hours in human growth and development emphasizing knowledge of the developmental characteristics (language, physical, biological, cognitive—learning, and social/emotional) of the deaf and hard of hearing; and

(2) A minimum of 3 semester hours in administration and interpretation of assessments to determine the individualized needs of deaf and hard of hearing students; and

(3) A minimum of 3 semester hours in curriculum, instructional methods, and adaptations to meet the individual needs of deaf and hard of hearing students; and

(4) A supervised practicum, or 1 year of satisfactory teaching experience, with deaf and hard of hearing students.

C. [Content and] Professional Education Courses. The applicant shall earn[:

(1) 3 semester hours in human growth and development emphasizing knowledge of the developmental characteristics (physical, biological, cognitive—learning, and social/emotional) of the deaf and hard of hearing, which may be a part of or in addition to the requirement set forth in Regulation .20B(2) of this chapter;

(2) 3 semester hours in assessment, diagnosis, and prescriptive techniques emphasizing specialized knowledge, interpretation and application of appropriate assessment, diagnostic and prescriptive methodologies to evaluate and develop programs geared toward the individualized needs of the deaf and hard of hearing;

(3) 6 semester hours in curriculum and instructional methods, emphasizing specialized strategies, techniques, materials, and adaptations appropriate to the instruction of deaf and hard of hearing; and

(4) 6 semester hours in practicum with the hearing impaired or 2 years of successful teaching experience in the area of deaf and hard of hearing.] a minimum of 12 semester hours in course work, which may also be taken through Continuing Professional Development credits (CPDs), in the following areas:

(1) Methods of reading instruction;

(2) Assessment of reading instruction;

(3) Introduction to exceptional children; and

(4) Education of students with multiple disabilities.

D. [Successful teaching experience under §C(4) of this regulation shall be established by a series of at least four observation periods per year. The observer shall be the local special education supervisor or the supervisor's designee.] *Special Provision. A teacher who is professionally certified and holds at a minimum a Bachelor's Degree who seeks an endorsement to teach deaf and hard of hearing students shall earn a minimum of 24 credits in the following:*

(1) A minimum of 3 semester hours in human growth and development emphasizing knowledge of the developmental characteristics (language, physical, biological, cognitive—learning, and social/emotional) of the deaf and hard of hearing;

(2) A minimum of 3 semester hours in administration and interpretation of assessments to determine the individualized needs of deaf and hard of hearing students;

(3) A minimum of 3 semester hours in curriculum, instructional methods, and adaptations to meet the individual needs of deaf and hard of hearing students;

(4) A minimum of 3 semester hours in a course covering introduction to exceptional children; and

(5) A minimum of 3 semester hours in a course covering education of students with multiple disabilities.

[E. Special Provision. A teacher who is certified in a specific area at the secondary level and seeks endorsement in the area of the hearing impaired at that level shall meet the requirements of §C of this regulation.]