



Karen B. Salmon, Ph.D.  
State Superintendent of Schools

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**TO:** Members of the State Board of Education

**FROM:** Karen B. Salmon, State Superintendent

**DATE:** August 22, 2017

**SUBJECT:** COMAR 13A.12.02.21  
*Hearing Impaired*  
AMEND – Adoption

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**PURPOSE:**

The purpose of this item is to request permission to adopt 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, requires 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 the 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 five 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, 2016, the PSTEB granted permission to publish the proposed regulations. On March 28, 2017, the State Board also granted permission to publish the proposed amendments.

On June 9, 2017, proposed regulations were published in the Maryland Register (Attachment II). Comments were to be received by July 10, 2017. The MSDE received public comment from one individual Ms. Lance Dempsey, Assistant Superintendent for Human Resources, Montgomery County Public Schools (Attachment III). Comments and the MSDE's summary are attached for your review (Attachment IV).

Based on comments received, the MSDE is recommending the following non-substantive change to the proposed regulations:

- COMAR 13A.12.02.21D: the proposed language reads, "24 credits". The new language will read, "24 semester hours."

### **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.

### **ACTION:**

Request permission to adopt amendments to COMAR 13A.12.02.21.

Attachments (4)

## PROPOSED ACTION ON REGULATIONS

596

# Title 13A STATE BOARD OF EDUCATION

## Subtitle 02 LOCAL SCHOOL ADMINISTRATION

### 13A.02.01 Local Boards of Education

Authority: Education Article, §§2-205, 4-101, 4-105, 4-106, 5-101, 5-109, and 7-103, Annotated Code of Maryland

#### Notice of Proposed Action

[17-149-P]

The Maryland State Board of Education proposes to amend Regulation .04 under **COMAR 13A.02.01 Local Boards of Education**.

#### Statement of Purpose

The purpose of this action is to reduce from 5 to 3 the number of days by which school systems must extend their calendars in order to obtain a waiver of the 180-day school year requirement when necessary.

#### Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

#### Estimate of Economic Impact

**I. Summary of Economic Impact.** The economic impact of this regulation is a positive one as it may increase local school system revenue.

#### II. Types of Economic Impact.

	Revenue (R+/R-)	
	Expenditure (E+/E-)	Magnitude
A. On issuing agency:	NONE	
B. On other State agencies:	NONE	
C. On local governments:		
Local school systems	(R+)	Unknown
	Benefit (+)	
	Cost (-)	Magnitude
D. On regulated industries or trade groups:	NONE	
E. On other industries or trade groups:	NONE	
F. Direct and indirect effects on public:	NONE	

**III. Assumptions.** (Identified by Impact Letter and Number from Section II.)

C. This regulation reduces the number of days a school system must add to its calendar from 5 to 3 to be eligible for a waiver for the 180-day school year requirement. The economic impact will depend on the school system and the severity of the weather in any given year. The economic impact, if it occurs, will be positive on the revenue side because the school system will not incur the expense of opening those 2 extra days.

#### Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

#### Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

#### Opportunity for Public Comment

Comments may be sent to Elizabeth M. Kameen, Assistant Attorney General, Office of the Attorney General/Maryland State Department of Education, 200 St. Paul Place, 19th Floor, Baltimore, Maryland 21202, or call 410-576-6465 (TTY 410-333-6442), or email to ekameen@oag.state.md.us, or fax to 410-576-6309. Comments will be accepted through July 10, 2017. A public hearing has not been scheduled.

#### Open Meeting

Final action on the proposal will be considered by the State Board of Education during a public meeting to be held on August 22, 2017, 9 a.m., at 200 West Baltimore Street, Baltimore, Maryland 21201.

#### .04 Length of the School Year.

A.—B. (text unchanged)

C. Application for Waiver.

(1) In the required written application for waiver of school days, it shall be demonstrated that:

(a) (text unchanged)

(b) The local school system has modified its calendar by scheduling school on the make-up days provided in the original calendar and by extending the school year [5] 3 days beyond the previously scheduled closing date.

(2) (text unchanged)

KAREN B. SALMON, Ph.D.  
State Superintendent of Schools

## Subtitle 12 CERTIFICATION

### 13A.12.02 Teachers

Authority: Education Article, §§2-205, 2-303(g), [6-121.] 6-701—6-705, and [8-408] 8-3A-03, Annotated Code of Maryland

#### Notice of Proposed Action

[17-148-P]

The Professional Standards and Teacher Education Board proposes to amend Regulation .21 under **COMAR 13A.12.02 Teachers**. This action was considered by the Professional Standards and Teacher Education Board at their meeting on December 1, 2016.

#### Statement of Purpose

The purpose of this action is to update language in the regulation, remove the special education certification requirement, and identify content-specific course work required of applicants.

#### Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

#### Estimate of Economic Impact

The proposed action has no economic impact.

#### Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

**Impact on Individuals with Disabilities**

The proposed action has an impact on individuals with disabilities as follows:

This regulation will have no negative impact on people with disabilities because it simply clarifies certification requirements for teachers.

**Opportunity for Public Comment**

Comments may be sent to Sarah Spross, M.Ed., Assistant State Superintendent, Division of Educator Effectiveness, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0385 (TTY 410-333-6442), or email to sarah.spross@maryland.gov, or fax to 410-333-8963. Comments will be accepted through July 10, 2017. A public hearing has not been scheduled.

**Open Meeting**

Final action on the proposal will be considered by the Professional Standards and Teacher Education Board during a public meeting to be held on September 7, 2017, 9:30 a.m., at 200 West Baltimore Street, Baltimore, Maryland 21201.

**.21 [Hearing Impaired] Deaf and Hard of Hearing.**

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:*

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

(2) *Complete the specialized content and professional education course work required in §§B and 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;*

(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; 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 [have:] *earn 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) 3 semester hours in human growth and development emphasizing knowledge of the developmental characteristics (physical, biological, cognitive—learning, and social/emotional) of the hearing impaired, 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 hearing impaired;

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

(4) 6 semester hours in practicum with the hearing impaired or 2 years of successful teaching experience in the area of hearing impaired.]

(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.]

KAREN B. SALMON, Ph.D.  
State Superintendent of Schools

**Title 13B  
MARYLAND HIGHER  
EDUCATION COMMISSION**

**Subtitle 08 FINANCIAL AID**

**13B.08.17 Student Loan Debt Relief Tax Credit**

*Authority: Education Article, §11-105(u); Tax-General Article, §10-740; Annotated Code of Maryland*

**Notice of Proposed Action**

[17-153-P]

The Maryland Higher Education Commission proposes to adopt new Regulations .01—06 under a new chapter, **COMAR 13B.08.17 Student Loan Debt Relief Tax Credit**. This action was considered by the Commission at an open meeting held on April 26, 2017, notice of which was given as required by General Provisions Article, §3-302, Annotated Code of Maryland.

**Statement of Purpose**

The purpose of this action is to implement the Student Loan Debt Relief Tax Credit under Tax-General Article, §10-740, Annotated Code of Maryland.

**Comparison to Federal Standards**

There is no corresponding federal standard to this proposed action.



Sarah Spross -MSDE- &lt;sarah.spross@maryland.gov&gt;

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**MCPS Public Comment to Amendment to Regulation .21 under COMAR 13A.12.02, Certification, Teachers**

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**Bercaw, Marie C** <Marie\_Bercaw@mcpsmd.org>

Fri, Jul 7, 2017 at 12:41 PM

To: "sarah.spross@maryland.gov" &lt;sarah.spross@maryland.gov&gt;

Cc: "Dempsey, E. Lancellotti" &lt;E.Lancellotti\_Dempsey@mcpsmd.org&gt;, "Edwards, Dana E"

&lt;Dana\_E\_Davison@mcpsmd.org&gt;, "Cagley, Jacqueline N" &lt;Jacqueline\_N\_Cagley@mcpsmd.org&gt;, Kelly Meadows -MSDE- &lt;kelly.meadows@maryland.gov&gt;

Ms. Spross: Attached are our comments to proposed regulation changes to COMAR 13A.12.02.21. Thank you for the opportunity to provide questions, comments, and suggestions regarding this very important work as part of the regulatory process. Our concerns are primarily with the availability and accessibility of course work focused on deaf and hard of hearing to satisfy the proposed regulation and the exclusion of previous course requirements. We hope that additional clarification and serious consideration is given to any feedback to ensure the best regulatory changes are implemented for the benefit of our educators and students. In addition, there is some concern that fully certified educators seeking to add this certification area will be required to take course work that may not be relevant or beneficial, especially for fully certified special educators.

On behalf of Montgomery County Public Schools and Ms. Lance Dempsey, Associate Superintendent, Office of Human Resources and Development, thank you for considering our feedback. Please contact me at 301-279-3112 or via email with any questions.

Sincerely,

**Marie Bercaw**

Certification Coordinator, Certification Unit

Montgomery County Public Schools

Office of Human Resources &amp; Development

Department of Certification &amp; Staffing (DCS)/Certification Unit

Regular Mail: 45 W. Gude Drive, Suite 2300, Rockville, MD 20850-1159Pony Mail: OHRD/Cert Unit, 45 W. Gude Drive, Suite 2300

Office Phone: 301-279-3112 Office Fax: 301-279-3813

Website: <http://www.montgomeryschoolsmd.org/departments/personnel/certification/>

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**From:** McNamara, Maureen Q**Sent:** Wednesday, June 14, 2017 8:17 AM**To:** Dempsey, E. Lancellotti; Edwards, Dana E; Richardson, Chrisandra A; Russell, Susan P**Cc:** Civin, Joshua I; Williams, Stephanie P; Cagley, Jacqueline N; Smith, Janice L; McIntire, Kelly R; Chesebrough, Amy; Fragoso, Linda M; Bonanno, Mary F; Davis, Sally M**Subject:** Amendment to Regulation .21 under COMAR 13A.12.02, Certification, Teachers

Good Morning!

The Professional Standards and Teacher Education Board proposes to amend Regulation .21 under **COMAR 13A.12.02, Certification, Teachers**, as noted in the attached scanned notice of proposed action from the June 9, 2017, Maryland Register, Volume 44, Issue 12, pages 596 and 597. This action was considered by the Professional Standards and Teacher Education Board at their meeting held on December 1, 2016, and by the State Board of Education on March 28, 2017. (Copy of the March 28, 2017, permission to publish memos regarding this proposal from Dr. Salmon to the State BOE is attached for additional information.) Please note the opportunity for public comment below, the request from the MCPS Office of the General Counsel to be advised of your intention to comment, as well as the date for final action.

The purpose of this action on Regulations .21 under **COMAR 13A.12.02, Certification, Teachers** is to update language in the regulation, remove the special education certification requirement, and identify content-specific course work required of applicants.

#### **Opportunity for Public Comment\***

Comments may be sent to Sarah Spross, M.Ed., Assistant State Superintendent, Division of Educator Effectiveness, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0385 (TTY 410-333-6442), or email to [sarah.spross@maryland.gov](mailto:sarah.spross@maryland.gov), or fax to 410-333-8963. Comments will be accepted through July 10, 2017. A public hearing has not been scheduled.

\*Effective with the 2016-2017 school year, the MCPS Office of the General Counsel (OGC) would like to be advised if your office intends to provide public comment to MSDE for proposals to amend regulations. At the top of this email (next to the REPLY button) there is a "YES/NO" survey option. Please click on that dropdown option to notify us at least one week prior to the comments due date, and if you are providing comments, please forward a copy of your comments to the OGC before submitting to MSDE.

#### **Open Meeting**

Final action on these proposals will be considered by the Professional Standards and Teacher Education Board during a public meeting to be held on September 7, 2017, 9:30 a.m., at 200 West Baltimore Street, Baltimore, Maryland 21201.

If you have any questions, please let me know. Thank you!

Maureen

Maureen Q. McNamara

Policy and Forms Specialist

Montgomery County Public Schools

Office of the General Counsel

850 Hungerford Drive, Room 156

Rockville, MD 20850

240-314-4849

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**3 attachments**

 **170609 Proposal to amend Regulation .21 under COMAR 13A.12.02, Teachers.pdf**  
303K

 **170328 Permission to Publish13A.12.02.21.pdf**  
133K

 **MCPS RE 13A.12.02.21 Deaf and Hard of Hearing 7.2017.pdf**  
311K

The following comments and questions are in response to the proposed changes for COMAR 13A.12.02.21 by section:

A. No Comments

Proposed language: *To receive certification in Deaf and Hard of Hearing under transcript analysis (13A.12.01.04G), the applicant shall complete the following:*

- (1) Earn a bachelor's degree or higher from an institution of higher education (IHE); and*
- (2) Complete the specialized content and professional education course work required in §§B and C of this regulation.*

B. Comments bulleted below by section

Proposed language: *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;*
- (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; and*
- (4) A supervised practicum, or 1 year of satisfactory teaching experience, with deaf and hard of hearing students.*

- Only 9 semester hours are identified and it is very difficult to find coursework specifically focused on deaf and hard of hearing content, especially outside of a preparation program. It is my understanding that the workgroup did survey course options, but was a survey done to find this course work outside of a preparation program?
- In the current regulation with 18 semester hours required, 6 semester hours is devoted to the practicum or 2 years of successful teaching requirement. Is it necessary to have 18 semester hours of course work, or can these be reduced based on the availability of course work outside of approved preparation programs?
- In the current regulation 6 semester hours in curriculum is required. If 18 semester hours is the requirement, it would be helpful to indicate the area(s) that may have available course options outside of a preparation program. For example "*A minimum of 3 semester hours [and up to 6 or 9 semester hours] in curriculum, instructional methods, and adaptations to meet the individual needs of deaf and hard of hearing students.*"



- The current regulation requires special education certification, which also requires coursework in human growth and development emphasizing normal growth and development. Those becoming certified via transcript analysis (not teacher trained) could benefit from this content as well. Could this be one of the additional 9 semester hours needed?
- The current regulation requires special education certification, which also requires coursework in communication with parents and conferencing. Those becoming certified via transcript analysis (not teacher trained) could benefit from this content as well. Could this be one of the additional 9 semester hours needed?

C. No Comments

Proposed language: *Professional Education Courses. The applicant shall earn 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. Comments bulleted below by section

Proposed language: *Special Provision. A teacher who is professionally certificated and holds at 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:*

- Language should be consistent and “credits” should also state “semester hours in course work”
  - (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; and*
  - (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.*

- Only 15 semester hours is identified and it is difficult to find coursework specifically focused on deaf and hard of hearing content especially work outside of a preparation program. If the intention is for the additional coursework to be in deaf and hard of hearing content, then it should be indicated as such. For example an area where it might be possible to find additional coursework focused on a subject area such as math or science, *“A minimum of 3 semester hours [and up to 9 semester hours] in curriculum, instructional methods, and adaptations to meet the individual needs of deaf and hard of hearing students”*
- Those who qualify via this special provision have already completed approved teacher preparation programs or full transcript analysis; therefore, is it necessary to require as much course work considering the fact that the current regulation allows the 6 of the 18 semester hours for the practicum to be two years of successful experience teaching hearing impaired. Can the course work be reduced and one of the requirements be a practicum course or one year of successful experience teaching hearing impaired?
- For fully certified teachers in generic special education, visually impaired, or severely/profoundly disabled, it seems duplicative to require completing special education course work indicated in (4) and (5). Can language be added to require this group of educators to complete only (1) through (3) and possibly a practicum course or successful experience teaching hearing impaired instead of (4) and (5)?

## COMAR 13A.12.02.21 - Deaf and Hard of Hearing (Hearing Impaired)

## Public Comment

13A12.02.21.B

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

Commenter(s)	Comment	MSDE Concur/Does not Concur	MSDE Proposed Change/Comment
MCPS	Only 9 semester hours are identified and it is very difficult to find coursework specifically focused on deaf and hard of hearing content, especially outside of a preparation program. It is my understanding that the workgroup did survey course options, but was a survey done to find this course work outside of a preparation program?	Does not Concur	The work group discussed the availability of the coursework and the group indicated that coursework would be available and felt strongly that the course work needs to focus of the deaf and hearing impaired.
MCPS	In the current regulation with 18 semester hours required, 6 semester hours is devoted to the practicum or 2 years of successful teaching requirement. Is it necessary to have 18 semester hours of course work, or can these be reduced based on the availability of course work outside of approved preparation programs?	Does not Concur	In the previous regulations, the practicum was required to be 6 of the 18 semester hours. The proposed change eliminates the 6 credit requirement for the practicum, providing additional flexibility for how the applicant meets the total 18 hours.
MCPS	In the current regulation 6 semester hours in curriculum is required. If 18 semester hours is the requirement, it would be helpful to indicate the area(s) that may have available course options outside of a preparation program. For example "A minimum of 3 semester hours [and up to 6 or 9 semester hours] in curriculum, instructional methods, and adaptations to meet the individual needs of deaf and hard of hearing students."	Does not Concur	Not necessary to specify further
MCPS	The current regulation requires special education certification, which also requires coursework in human growth and	Does not Concur	The work group considered professional coursework and chose the coursework listed in the proposed

	development emphasizing normal growth and development. Those becoming certified via transcript analysis (not teacher trained) could benefit from this content as well. Could this be one of the additional 9 semester hours needed?The current regulation requires special education certification, which also requires coursework in human growth and development emphasizing normal growth and development. Those becoming certified via transcript analysis (not teacher trained) could benefit from this content as well. Could this be one of the additional 9 semester hours needed?		regulations (COMAR 13A.12.21.C). The work group decided that the Human Growth and Development coursework required should be specific to the deaf and hard of hearing.
MCPS	The current regulation requires special education certification, which also requires coursework in communication with parents and conferencing. Those becoming certified via transcript analysis (not teacher trained) could benefit from this content as well. Could this be one of the additional 9 semester hours needed?	Does not Concur	The work group considered professional coursework and chose the coursework listed in the proposed regulations (COMAR 13A.12.21.C).

13A12.02.21.D

*Special Provision. A teacher who is professionally certificated and holds at 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; and (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.*

Commenter(s)	Comment	MSDE Concur/Does not Concur	MSDE Proposed Change/Comment
MCPS	Language should be consistent and “credits” should also state “semester hours in course work”	Concur	The word “credits” should be changed to semester hours for alignment purposes
MCPS	Only 15 semester hours is identified and it is difficult to find	Does not	Not necessary to specify further

	coursework specifically focused on deaf and hard of hearing content especially work outside of a preparation program. If the intention is for the additional coursework to be in deaf and hard of hearing content, then it should be indicated as such. For example an area where it might be possible to find additional coursework focused on a subject area such as math or science, "A minimum of 3 semester hours [and up to 9 semester hours] in curriculum, instructional methods, and adaptations to meet the individual needs of deaf and hard of hearing students"	Concur	
MCPS	Those who qualify via this special provision have already completed approved teacher preparation programs or full transcript analysis; therefore, is it necessary to require as much course work considering the fact that the current regulation allows the 6 of the 18 semester hours for the practicum to be two years of successful experience teaching hearing impaired. Can the course work be reduced and one of the requirements be a practicum course or one year of successful experience teaching hearing impaired?	Does not Concur	The work group discussed the endorsement coursework requirements at length and agreed that 24 semester hours is appropriate.
MCPS	For fully certified teachers in generic special education, visually impaired, or severely/profoundly disabled, it seems duplicative to require completing special education course work indicated in (4) and (5). Can language be added to require this group of educators to complete only (1) through (3) and possibly a practicum course or successful experience teaching hearing impaired instead of (4) and (5)?	Does not Concur	For those educators who are certified in SPED, VI, or Severe and Profound, they will have already met the coursework requirements for the D4 and D5.