



NOTICES OF FINAL EXEMPT RULEMAKING

This section of the Arizona Administrative Register contains Notices of Final Exempt Rulemaking.

The Office of the Secretary of State is the filing office and publisher of these rules. Questions about the

interpretation of the final exempt rule should be addressed to the agency proposing them. Refer to Item #5 to contact the person charged with the rulemaking.

NOTICE OF FINAL EXEMPT RULEMAKING

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

[R15-124]

PREAMBLE

- 1. Article, Part, or Section Affected (as applicable) Rulemaking Action
2. Citations to the agency's statutory rulemaking authority to include the authorizing statute (general) and the implementing statute (specific), and the statute or session law authorizing the exemption:
3. The effective date of the rules and the agency's reason it selected the effective date:
4. A list of all notices published in the Register as specified in R1-1-409(A) that pertains to the record of the exempt rulemaking:
5. The agency's contact person who can answer questions about the rulemaking:
6. An agency's justification and reason why a rule should be made, amended, repealed, or renumbered to include an explanation about the rulemaking:

At its April 30, 2014 meeting, the Board's Certification Advisory Committee approved proposed amendments to R7-2-604, R7-2-604.01, R7-2-604.02, R7-2-604.03 and R7-2-604.04 professional preparation programs.



ered in determining the proposed amendments.

Pursuant to the Board’s rulemaking procedures, a public hearing was held on July 16, 2014 after the rule was opened at the June 23, 2014 Board meeting. Additional Rules Hearings were held on September 15, 2014 and October 22, 2014. Modifications recommended by oral and written comments received were incorporated into the document. These changes include clarifying language, streamlining of the definitions and more specific professional preparation program evaluation criteria. In addition, stakeholder committees responsible for providing input in the development of guidance documents to proposed rule changes have been informed of the feedback and subsequent changes have been proposed.

- 7. **A reference to any study relevant to the rule that the agency reviewed and either relied on or did not rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:**  
Not applicable
- 8. **A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**  
Not applicable
- 9. **The summary of the economic, small business and consumer impact, if applicable:**  
**The rules are not expected to have significant, if any, economic impact on small businesses.**
- 10. **A description of the changes between the proposed rules, including supplemental notices and final rules (if applicable):**  
Not applicable
- 11. **A summary of the comments made regarding the rule and the agency response to them:**  
Public hearings were held regarding R7-2-604 through R7-2-604.04 on June 23, 2014, September 15, 2014 and October 22, 2014. Comments was received from the following individuals attending the rules hearing: Katy Yanez, Northern Arizona University, Director of Government Affairs, asked to postpone any changes until further discussion can occur on institutional recommendations and teacher prep programs. This is an opportunity to dig deeper into the teacher prep issues. NAU has reviewed the package as it stands and does not think there is anything that is super urgent that cannot be delayed. Kelly McManus, Stand for Children, Government Affairs Director, submitted written comment and address those comments at the rules hearing. Dr. Karol Schmidt, Grand Canyon University, offered support for the rule and for the work of the EPP committee and staff. Hopefully these proposed revisions can be approved so the prep programs can continue to update their programs. Grand Canyon University does not support any further delay of this rule. Accountability measures are encompassed within these proposed revisions. Additional written emails and letters were also received and modifications recommended by oral and written comments received were incorporated into the document. These changes include clarifying language, streamlining of the definitions and more specific professional preparation program evaluation criteria. In addition, stakeholder committees responsible for providing input in the development of guidance documents to proposed Rule changes were informed of the feedback and subsequent changes proposed.
- 12. **Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:**  
Not applicable
- 13. **Incorporations by reference and their location in the rules:**  
Not applicable
- 14. **Was this rule previously made as an emergency rule? If so, please indicate the Register citation:**  
Not applicable
- 15. **The full text of the rule follows:**

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

ARTICLE 6. CERTIFICATION

Section	
R7-2-604.	Definitions
R7-2-604.01.	Professional Educator Preparation Programs
R7-2-604.02.	Professional Educator Preparation Program Approval Procedures
R7-2-604.03.	Alternative Professional Educator Preparation Programs
R7-2-604.04.	Alternative Professional Educator Preparation Program Approval Process



ARTICLE 6. CERTIFICATION

R7-2-604. Definitions

In R7-2-604 through R7-2-604.02 R7-2-604.04, unless the context otherwise requires:

1. “Accreditation” means a professional preparation institution’s recognition by a national or regional agency or organization acknowledged for meeting identified standards or criteria.
- 1-2. “Annual Report/Biennial report” means a report submitted yearly every two years to the Department by all Arizona State Board approved professional preparation institutions of higher education for each approved educator preparation program.
3. “Biennial status letter” means correspondence issued by the Department to the professional preparation institution within 30 days upon completion of the review of the biennial report, indicating the status of the educator preparation program(s).
- 2-4. “Board approved program /Approved Program” means a course of study; that is approved by the Board and meets the state’s standards all relevant standards for early childhood, elementary, secondary and special education teachers, administrators, school guidance counselors, and or school psychologists.
- 3-5. “Capstone experience/Experience” means a culminating professional experience in a PreK-12 setting. This experience may include student teaching or internships in administration, administrative internships, counseling, practicum and internships, and or school psychology, internships, or alternative path preK-12 teaching.
6. “Educator preparation program” means a traditional or alternative educator preparation program. Either type of program shall include courses, seminars, or modules of study; field experiences; and capstone experiences for preparing PreK-12 teachers, administrators, school guidance counselors, and school psychologists for an institutional recommendation for an Arizona certificate.
- 4-7. “Field experience/Experience” means scheduled, directed, structured, supervised, frequent experiences in a PreK-12 setting that occurs prior to the capstone experience. Field experiences must assist educator candidates in developing the knowledge, skills, and dispositions necessary to ensure all students learn, and provide evidence in meeting standards described in the Board approved professional teaching standards or professional administrative standards, and relevant Board approved academic standards.
- 5-8. “Institutional recommendation/Recommendation” means a form developed by the Department and issued by a professional preparation institution, that indicates an individual has completed a Board approved educator preparation program.
6. “Institutional Report” means a report issued by the review team that cites evidence of compliance with or deviation from each standard that applies to the institution's program. The report may include accommodations, recommendations, and areas of improvement.
7. “Low Performing Institutions” mean Board approved teacher preparation institutions where less than 75% of program completers successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment on their first attempt as reported in Title II of the Higher Education Act. When a candidate has attended more than one institution, performance on the proficiency assessment shall be attributed to the institution where the student teaching was successfully completed.
8. “National Accreditation” means accreditation by a national agency that is recognized by the U.S. Secretary of Education. The Department shall publish a list of these agencies on its web site.
9. “Internship” means significant opportunities for candidates to practice and develop the skills identified in relevant state and national standards as measured by substantial and sustained work in real settings, appropriate for the certificate the candidate is seeking, performed under the direction of a supervising practitioner and a program supervisor.
10. “Program” means a course of study and school based experiences for preparing PreK-12 teachers, administrators, school guidance counselors, and school psychologists. These courses and school based experiences shall lead to a recommendation for an Arizona teaching, administrator, school guidance counselor, or school psychologist certificate.
- 9-10. “National standards/Standards” means written expectations for meeting a specified level of performance that are established by, but not limited to, the following organizations: Council for Accreditation of Counseling and Related Education Program (CACREP), Council for the Accreditation of Educator Preparation (CAEP), Council for Exceptional Children. (CEC), Educational Leadership Constituent Counsel (ELCC), Interstate New Teacher Assessment and Support Consortium (INtTASC), Interstate School Leaders Licensure Consortium (ISLLC), National Educational Technology Standards (ISTE-NETS), National Association for the Education of Young Children (NAEYC), National Association of School Psychologists (NASP-~~or~~), National Council for Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (TEAC).
11. “Regional Accreditation” means accreditation by a regional agency that is recognized by the U.S. Secretary of Education. The Department shall publish a list of these agencies on its web site. “Probationary educator preparation program” means a program with at least one deficiency identified in the biennial status letter issued by the Department, as a result of a Department review of the biennial report. Programs with the same deficiency(s) in two con-



- secutive biennial status letters are subject to revocation of Board approval. A deficiency may include, but is not limited to, stakeholder surveys, completer data and student achievement data.
12. “Student teaching” means a sustained period of rigorous field-based experiences, performed under the supervision of a certified teacher and an institutional program supervisor. The student teaching placement must be appropriate for the certification that the applicant is seeking. “Professional preparation institutions” means organizations that include, but are not limited to, universities and colleges, school districts, not for profit organizations, professional organizations, private businesses, charter schools, and regional training centers that oversee one or more educator preparation programs.
  13. “Program completer” means a student who has met all the professional program institution’s requirements of a Board approved educator preparation program necessary to obtain an institutional recommendation.
  14. The organizations cited in R7-2-604, R7-2-604.01 and R7-2-604.02 are as follows:
    - a. “CACREP” means the Council for Accreditation of Counseling and Related Education Program.
    - b. “CEC” means the Council for Exceptional Children.
    - e. “INTASC” means the Interstate New Teacher Assessment and Support Consortium.
    - d. “ISLLC” means the Interstate School Leaders Licensure Consortium.
    - e. “ISTE-NETS” means the National Educational Technology Standards.
    - f. “NAEYC” means the National Association for the Education of Young Children.
    - g. “NASP” means the National Association of School Psychologists.
    - h. “NCATE” means the National Council for Accreditation of Teacher Education.
  14. “Program supervisor” means an educator from the professional preparation institution under whose supervision the candidate for licensure practices during a capstone experience. The program supervisor’s professional work experiences must be relevant to the license the candidate is seeking. Program supervisors must also have adequate training from the professional preparation institution.
  - 13-15. “Review Team” means a committee appointed by that reviews educator preparation programs seeking Board approval that consists of representatives from the Department that shall review professional preparation programs seeking Board approval and provide recommendations to the Board. The committee shall consist of representatives from an and at least three of the following entities: an institutions under the jurisdiction of the Arizona Board of Regents institutions, an Arizona private institutions institution of higher education, an Arizona community collegecolleges, other organizations with a Board approved educator preparation program, the Arizona Education Association, professional educator associations, a district level administrator from a local education agency PreK-12 administrators from local education agencies, and a National Board Certified Teachers Teacher, and the Department.
  16. “Student teaching” means a minimum of twelve weeks of rigorous field-based experiences, appropriate for the certificate the candidate is seeking, performed under the direction of a supervising practitioner and a program supervisor. The student teaching placement must be appropriate for the certification that the applicant is seeking.
  17. “Supervising practitioner” means a standard certified educator, currently employed by a local education agency, private agency or other PreK-12 setting who supervises the candidate during a capstone experience. Supervising practitioners must have:
    - a. a minimum of three full years of experience relevant to the license the candidate is seeking.
    - b. a current classification of highly effective or effective pursuant to § 15-203(A)(38) when applicable.
    - c. adequate training from the professional preparation institution.

#### **R7-2-604.01. Professional Educator Preparation Programs**

- A. Professional preparation institutions may shall include, but are not limited to, universities and colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers. At a minimum, the professional evidence that the educator preparation program is aligned to shall include training in the standards described in R7-2-602 and R7-2-603 the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experiences, and a capstone experience, and alignment with national standards.
- B. Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department, and the Department shall recommend Board action. Upon the recommendation of the Department, the Board shall evaluate and may approve an educator the professional preparation programs of institutions which request Board approval. R7-2-604, R7-2-604.01 and R7-2-604.02 apply to all professional preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to certification. The Board may grant program approval for a period not to exceed five six years.
- C. All educator preparation programs that lead to an Arizona certification must be approved by the Board pursuant to these rules. Board approval of professional educator preparation programs may be granted following the successful evaluation of the program. Board rules in effect at the time of the submission of a program for evaluation shall be the rules upon which the institution educator preparation program is evaluated.

#### **R7-2-604.02. Professional Educator Preparation Program Approval Procedures**

- A. Institutions-Professional preparation institutions with no Board approved educator preparation programs, seeking initial approval for an educator professional preparation program approval shall submit to the Department the information nec-



essary to conduct a preliminary readiness review of the professional preparation program institution. The Department shall prescribe forms to assist professional preparation institutions with providing all information required as part of the preliminary readiness review process. The required information, at a minimum, shall include includes the following:

1. An institutional profile that includes information regarding the type of institution demonstrating program and financial stability, a description of the educator preparation program seeking approval, the type of approval being requested, any a listing of national or regional accreditations held by the program, the institution's governance and administrative structures and student demographic data. A program that is not regionally accredited by a Board recognized entity shall provide the Department with the necessary information to demonstrate program sustainability. This shall include a description of the institution's facilities, relevant equipment and supplies, student support services, access to library resources and technology, and evidence of financial stability.
2. A description of the institution's conceptual framework. This shall include an explanation of the professional preparation institution's vision, mission, philosophy and goals, and a description of. It should also describe how this framework information is shared with students, faculty relevant staff and other relevant stakeholders.
3. Data regarding the professional preparation institution's relevant staff, including the following faculty. This shall include:
  - a. Demographic data relating to the faculty relevant staff for each educator preparation program seeking approval, including, at a minimum, educational. This data shall include the number with terminal degrees, the faculty staff to student ratio, and the percentage of faculty members with experience teaching in a PreK-12 setting, and, if available, may also include ethnicity and gender data if available.
  - b. Definitions of titles and clarification of roles of terms used by the institution to describe individuals responsible for professional coursework, clinical supervision courses, seminars, or modules of study; field experiences; capstone experiences; and administration of each program.
  - c. A description of the professional preparation institution's employment policies, including procedures for determining faculty staff assignments, evaluation procedures and professional development opportunities and requirements.

B. The Department shall provide professional preparation institutions applying for program approval with written notification, within 60 days of receiving readiness review materials, either indicating readiness to submit educator preparation programs for review or specifying any deficiencies, whether all necessary information has been submitted to complete the preliminary review process. If additional information is required the written notice shall specify the deficiencies and indicate that the The institution has 30 days from receipt of the notice to supply the Department with all required information regarding identified deficiencies.

C. Upon verification that an institution has satisfied the submittal requirements for the preliminary review, the The Department shall initiate a review of the specific educator preparation programs being considered for Board approval. The Department shall prescribe forms to assist institutions with providing all information required as part of the educator preparation programs review. Professional Preparation Institutions with accreditation may submit accreditation documentation to be considered as part of the review process. To facilitate this review, institutions shall provide the Department with the following:

1. Provide the Department with a A description of the educator preparation programs program being considered for Board approval. This shall include, at a minimum, the criteria for student entry into the program; a summary of the program coursecourses, seminars, or modules of study; field experiences; and capstone experiences. The professional preparation institution must verify that it requires courses, seminars, or modules of study sequence, descriptions of all required courses, and verification that the program requires courses that are necessary to obtain a full Structured English Immersion endorsement if required for the certificate the candidate is seeking.
2. Provide the Department with a A description of the field experience and capstone experience policies for the educator preparation programs being considered for Board approval. The review team shall verify that the field experience or and capstone experience includes evidence of engagement in the application of complies with relevant standards as articulated in R7-2-602 or R7-2-603 the Board approved professional teaching standards or professional administrative standards and relevant national standards. Educator preparation Programs programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.
3. Evidence that candidates are provided instruction and practice in how to gather, evaluate, and synthesize multiple data sources and how to effectively use data in educational and classroom instructional decisions.
4. Provide the Department with evidence that candidates are provided instruction and practice in how to appropriately integrate technology when working with students.
- 3.5 Provide the Department with a A description of the assessment plan for measuring each candidate's competencies as they progress through in coursework courses, seminars, or modules of study and field experienceexperiences to ensure readiness for a capstone experience. The plan shall require, at a minimum, that candidates demonstrate competencies as articulated in R7-2-602 or R7-2-603 the Board approved professional teaching standards or professional administrative standards, relevant Board approved academic standards, and relevant national standards. The plan shall also describe processes for utilizing performance-based assessments and for providing candidates with necessary remediation. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable relevant national standards.



- ~~4.6. Provide the Department with a description of the procedures used to monitor and evaluate the operation, scope and quality of the educator preparation program being considered for approval. This shall include the use of internal and external evaluations, and may include stakeholder surveys, program completer employment information, and PreK-12 student achievement data. The institutions shall also submit to the Department data relating to program graduates.~~
- ~~5.7. Provide the Department with an educator preparation program matrix matrices demonstrating that program coursework course, seminar, or module assessments, field experiences and capstone experiences align with relevant standards as articulated in R7-2-602 or R7-2-603 measure candidates' success in meeting the Board approved professional teaching standards or professional administrative standards, and relevant with applicable national standards. Programs-Educator preparation programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable-relevant national standards.~~
- D. Upon completion of the program review, the review team shall schedule and conduct an onsite visit. The Department may schedule and conduct an onsite visit upon completion of the educator preparation programs review for professional preparation institutions seeking initial approval. The onsite visit may include, a tour of the professional preparation institution; a review of documentation and related evidence; and interviews of administrative relevant staff, faculty, students educator candidates, and local education agency, private agency or other PreK-12 administrators who employ program completers.
- E. Upon completion of the review, and onsite review if applicable, the review team Department shall, within 90 days, provide the professional preparation institution with a program report of the Department's findings. This report shall cite any evidence showing deviation from each relevant standard Board approved professional teaching standard, professional administrative standard, and relevant national standard that applies to the educator preparation program institution's programs. The professional preparation institution shall have 30 days from receipt of the review team's findings Department's program report to submit a response addressing the findings any identified deficiencies.
- F. Based upon its findings the Department's program report, the review team Department shall recommend to the Board that the educator preparation program be approved, approved with conditions or denied. The Board may grant program approval for a period not to exceed five years.
- G. The Board may grant educator preparation program approval for a period not to exceed six years or deny program approval.
- ~~G.H. Within 60 days of the Board's action, a professional preparation institution An institution may request reconsideration of the Board's decision to deny an educator preparation program. If a program is ultimately denied program approval the institution may not reapply for approval for a period of one year from the date of the Board's final action.~~
- ~~H.I. Professional preparation institutions Institutions with Board approval shall make available to the public a statement indicating the type of approval it has been granted and the valid period for that approval which the educator preparation program has been approved.~~
- ~~I.J. Board approved Professional preparation institutions with Board approved educator preparation programs shall comply with the reporting requirements established by Title II of the Higher Education Act (P.L. 110-315).~~
- ~~J.K. Each approved professional preparation institution shall file submit an annual a biennial report with the Department documenting educator preparation program activities for the previous year two years. The annual report shall be submitted on the yearly due date established by Title II of the Higher Education Act (P.L. 110-315) for the institutional report. The annual biennial report shall include the following:~~
- ~~1. A description of any substantive changes in courses, seminars, modules, assessments, field experiences or capstone experiences in to Board approved educator preparation programs;~~
  - ~~2. A copy of the current institutional catalog; Electronic access to relevant educator preparation program information;~~
  - ~~3. The name, title and original signature of the certification officer for the professional preparation institution;~~
  - ~~4. Program-Relevant data on the educator preparation program, faculty relevant staff, and candidates, data which may include, but is not limited to, stakeholder surveys, completer data, and student achievement data required as a condition of initial or continuing program approval.~~
- L. The Department shall provide annual updates to the Board and make publically available information summarizing the biennial reports to include, but not limited to, program status, deficiencies, and commendations.
- ~~K.M. Board approved educator preparation programs shall provide their program graduates completers with an institutional recommendation for issuance of the appropriate Arizona certification within 45 days.~~
- ~~L.N. To maintain Board educator preparation program approval, the professional preparation institution shall be in continuous operation and training students candidates in accordance with its mission and program objectives, fulfill all reporting requirements, and maintain compliance with all applicable local, state, tribal and federal requirements.~~
- ~~M.O. The Department shall administer two cycles per year for the review of applications for provide a timeline for professional preparation institutions to submit educator preparation programs for approval. One cycle shall commence in January and the other cycle in July. To be eligible for either cycle an institution must submit all required preliminary review documentation by either January 15 or July 15.~~
- ~~N.P. Professional preparation Institutions seeking renewal of educator preparation program approval shall submit the required preliminary documents for review documentation by the deadline for a review cycle that commences at least one year prior to the expiration date of the approved program at least six month prior to the program expiration date.~~
- R7-2-604.03. Alternative Professional Educator Preparation Programs**
- A. Professional Preparation Institutions that submit an alternative educator preparation program(s) for Board approval must adhere to R7-2-604.01. Alternative professional preparation institutions may include, but are not limited to, univer-



sities and colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers. At a minimum, the professional preparation program shall include training in the standards described in R7-2-602 and R7-2-603, a capstone experience, and alignment with national standards.

- B.** The Board shall evaluate and may approve the alternative professional preparation programs of applicants which request Board approval. Rules R7-2-604, R7-2-604.03 and R7-2-604.04 apply to all alternative professional preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to certification. The Board may grant program approval for a period not to exceed seven years.
- C.** Board approval of alternative professional preparation programs may be granted following the successful evaluation of the program. Board rules in effect at the time of the submission of a program for evaluation shall be the rules upon which the institution is evaluated.

**R7-2-604.04. Alternative Professional Educator Preparation Program Approval Process**

- A.** The Board shall establish a review committee for the purpose of evaluating all complete applications for alternative professional preparation program approval. The committee shall be comprised of seven members and may include representatives from the Board, the Department, higher education, local school districts, charter schools or the local business community. Professional Preparation Institutions that submit an alternative educator preparation program(s) for Board approval must adhere to R7-2-604.02, except that individuals participating in or completing Board approved alternative educator preparation programs as delineated in this section may apply for a teaching intern certificate, pursuant to R7-2-614(E), and may complete their field experience and capstone experiences during the valid period of their teaching intern certificate.
- B.** Applicants seeking professional preparation program approval shall submit to the Department the information necessary to conduct a review of the preparation program. The Department shall prescribe forms to assist applicants with providing all information required as part of the review process. The required information shall include the following:
  1. A profile that includes information regarding the type of organization seeking approval, the type of approval being requested.
  2. A description of the organization’s conceptual framework. This shall include an explanation of the applicant’s vision, mission, philosophy and goals.
  3. The criteria for student entry into the program, a summary of the program course sequence or alternative program/course of study, descriptions of all required courses, or alternative program/course of study, and verification that program graduates possess a bachelor’s degree from an accredited institution and have completed the training necessary to obtain a Structured English Immersion endorsement.
  4. Data regarding the institution’s faculty or personnel. This shall include demographic data relating to the faculty and/or personnel for each program seeking approval.
  5. A description of the field experience and capstone experience policies for the program being considered for Board approval. The review committee shall verify that the field experience or capstone experience complies with relevant standards as articulated in R7-2-602 or R7-2-603 and relevant national standards. Individuals enrolled in an approved alternative professional preparation program may complete their field experiences or capstone experiences during the valid period of their intern certificates. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.
  6. A description of the assessment plan for measuring competencies in coursework and field experience. The plan shall require, at a minimum, that candidates demonstrate competencies as articulated in R7-2-602 or R7-2-603 and relevant national standards. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.
  7. A description of how this program will align with relevant standards as articulated in R7-2-602 or R7-2-603 and with applicable national standards. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.
- C.** The Department shall provide applicants for program approval with written notification indicating whether all necessary information has been submitted to complete the review process. If additional information is required the written notice shall specify the deficiencies and indicate that the institution has 30 days from receipt of the notice to supply the Department with all required information.
- D.** Upon verification that an applicant has satisfied the submittal requirements for the review, the Department shall inform the executive director for the Board that the application is complete. The executive director shall schedule a meeting of the review committee described in subsection (A) to review the application and prepare a recommendation for the Board. The review committee shall evaluate each program on identical criteria, as directed by the Board. The evaluation shall permit variations in program design.
- E.** The review committee may request additional information from an applicant if it determines that such information is necessary to complete an evaluation.
- F.** Upon completion of the review, the review committee shall, within 90 days, provide the applicant with a report of its findings. The institution shall have 30 days from receipt of the review team’s findings to submit a response addressing the findings.
- G.** Based upon the findings, the review team shall recommend to the Board that the program be approved, approved with conditions or denied. The Board may grant program approval for a period not to exceed seven years.
- H.** An applicant may request reconsideration of the Board’s decision. If a program is ultimately denied approval the applicant may not reapply for approval for a period of one year from the date of the Board’s final action.



- ~~I. Applicants with Board approval shall make available to the public a statement indicating the type of approval it has been granted and the valid period for that approval.~~
- ~~J. Each approved applicant shall file an annual report with the Department documenting program activities for the previous year.~~
- ~~K. Individuals participating in or completing Board approved programs as delineated in this Section may apply for a Teaching Intern Certificate, pursuant to R7-2-614(E).~~
- ~~L. To maintain Board program approval the organization shall be in continuous operation and training students in accordance with its mission and program objectives, fulfill all reporting requirements, and maintain compliance with all applicable local, state, tribal and federal requirements. The Department shall provide the Board with an evaluation of the program's effectiveness. This evaluation shall include available data pertaining to the academic achievement of those students taught by program graduates.~~
- ~~M. The Department shall administer two cycles per year for the review of applications for program approval. One cycle shall commence in January and the other cycle in July. To be eligible for either cycle an applicant must submit all required preliminary review documentation by either January 15 or July 15. The Department may establish additional application cycles at its discretion and as resources permit.~~
- ~~N. Applicants seeking renewal of program approval shall submit the required preliminary review documentation by the deadline for a review cycle that commences at least one year prior to the expiration date of the approved program.~~

**NOTICE OF FINAL EXEMPT RULEMAKING**

**TITLE 7. EDUCATION**

**CHAPTER 2. STATE BOARD OF EDUCATION**

[R15-125]

**PREAMBLE**

- 1. Article, Part, or Section Affected (as applicable)**

R7-2-607	<b><u>Rulemaking Action</u></b>
R7-2-610	Amend
	Amend
- 2. Citations to the agency's statutory rulemaking authority to include the authorizing statute (general) and the implementing statute (specific), and the statute or session law authorizing the exemption:**

Authorizing statute: A.R.S. §§ 15-203(A)(1) and 15-203(A)(14)

Implementing statute: Not applicable
- 3. The effective date of the rules and the agency's reason it selected the effective date:**

R7-2-607 effective December 8, 2014

R7-2-610 effective August 26, 2013
- 4. A list of all notices published in the Register as specified in R1-1-409(A) that pertains to the record of the exempt rulemaking:**

Not applicable
- 5. The agency's contact person who can answer questions about rulemaking:**

Name: Christine Thompson, Executive Director

Address: State Board of Education  
1700 W. Washington, Suite 300  
Phoenix, AZ 85007

Telephone: (602) 542-5057

Fax: (602) 542-3046

E-mail: inbox@azsbe.az.gov
- 6. An agency's justification and reason why a rule should be made, amended, repealed, or renumbered to include an explanation about the rulemaking:**

In 2012, modifications to ARS §15-203(A)(14) were enacted, requiring the Board to adopt rules to allow for a specialized teaching certificate to persons with expertise in STEM.

Specifically, the two newly enacted sections of statute call for rules to allow certification of individuals 1) who have specific STEM teaching experience at accredited postsecondary institutions, and 2) who have specific STEM work experience. The proposed addition of section D to R7-2-610 (Secondary Teaching Certificates) would effectuate these requirements.

Pursuant to the Board's rulemaking procedures, a public hearing on this proposed rule change was held on August 7, 2013.



- 7. **A reference to any study relevant to the rule that the agency reviewed and either relied on or did not rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:**  
Not applicable
- 8. **A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**  
Not applicable
- 9. **The summary of the economic, small business and consumer impact, if applicable:**  
The rules are not expected to have significant, if any, economic impact on small businesses.
- 10. **A description of the changes between the proposed rules, including supplemental notices and final rules (if applicable):**  
Not applicable
- 11. **A summary of the comments made regarding the rule and the agency response to them:**  
Pursuant to the Board’s rulemaking procedures, a public hearing on this proposed rule change was held on August 7, 2013. No comment was received.
- 12. **Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:**  
Not applicable
- 13. **Incorporations by reference and their location in the rules:**  
Not applicable
- 14. **Was this rule previously made as an emergency rule? If so, please indicate the Register citation:**  
Not applicable
- 15. **The full text of the rule follows:**

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

ARTICLE 6. CERTIFICATION

- Section
- R7-2-607. General Certification Provisions
- R7-2-610. Secondary Teaching Certificates

ARTICLE 6. CERTIFICATION

- R7-2-607. General Certification Provisions**
  - A. No change
  - B. No change
  - C. No change
  - D. No change
  - E. No change
  - F. No change
  - G. No change
  - H. No change
  - I. No change
  - J. Teachers in grades ~~seven through 12~~ six through 12 whose primary assignment is in an academic subject required pursuant to R7-2-301, R7-2-302, R7-302.01 and R7-302.02 shall demonstrate proficiency by passing the appropriate subject area portion of the Arizona Teacher Proficiency Assessment. The subject areas of demonstrated proficiency shall be specified on the certificate. If a proficiency assessment is not offered in a subject area, an approved area shall consist of a minimum of 24 semester hours of courses in the subject.
  - K. No change
  - L. No change
  - M. No change
  - N. No change
  - O. No change
- R7-2-610. Secondary Teaching Certificates**
  - A. No change
  - B. Provisional Secondary Certificate - ~~grades seven through 12~~ grades six through 12



1. No change
  2. No change
    - a. No change
    - b. No change
      - i. No change
      - ii. Thirty semester hours of education courses which teach the knowledge and skills described in R7-2-602, including at least eight semester hours of practicum in grades ~~seven through 12~~ six through 12. Two years of verified teaching experience in grades ~~seven through postsecondary~~ six through postsecondary may substitute for the eight semester hours of practicum; or
      - iii. No change
    - c. No change
    - d. No change
    - e. No change
- C. Standard Secondary Certificate - grades ~~seven through 12~~ six through 12
1. No change
  2. No change
    - a. No change
    - b. No change
    - c. No change
- D. Specialized Secondary Certificate – Science, Technology, Engineering or Mathematics – grades seven through 12
1. The certificate is valid for six years.
  2. The requirements are:
    - a. A bachelor's degree;
    - b. Completion of training in structured English immersion as prescribed by the Arizona State Board of Education;
    - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
    - d. One of the following options:
      - i. Option A – Postsecondary teaching experience – science, technology, engineering or mathematics:
        - (1) Have taught science, technology, engineering or mathematics courses for the last two consecutive years, and for a total of at least three years, at one or more regionally or nationally accredited public or private postsecondary institutions, to be demonstrated by providing written proof of employment from each applicable qualifying postsecondary institution, including specific durations of employment and the nature of the teaching assignment; and
        - (2) A baccalaureate degree, a master's degree or a doctoral degree in an academic subject that is specific to science, technology, engineering or mathematics or a passing score the professional knowledge portion of the Arizona Teacher Proficiency Assessment.
      - ii. Option B – Work experience – science, technology, engineering or mathematics:
        - (1) A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment;
        - (2) Have ten or more years of work experience in science, technology, engineering or mathematics, to be demonstrated by providing written proof of employment from each applicable employer, including specific durations of employment and the nature of the assignment; and
        - (3) Demonstrate adequate subject matter knowledge through either:
          - a) A baccalaureate degree, a master's degree or a doctoral degree in an academic subject that is specific to science, technology, engineering or mathematics;
          - b) Twenty-four hours of relevant coursework in an academic subject that is specific to science, technology, engineering or mathematics; or
          - c) A passing score on one or more science, technology, engineering or mathematics subject knowledge portions of the Arizona Teacher Proficiency Assessment.

## NOTICE OF FINAL EXEMPT RULEMAKING

### TITLE 7. EDUCATION

#### CHAPTER 2. STATE BOARD OF EDUCATION

[R15-126]

#### PREAMBLE

**1. Article, Part, or Section Affected (as applicable)**  
R7-2-611

**Rulemaking Action**  
Amend



**2. Citations to the agency’s statutory rulemaking authority to include the authorizing statute (general) and the implementing statute (specific), and the statute or session law authorizing the exemption:**

Authorizing statute: A.R.S. §§ 15-203(A)(1) and 15-203(A)(14)

Implementing statute: Not applicable

**3. The effective date of the rules and the agency’s reason it selected the effective date:**

December 2, 2013

**4. A list of all notices published in the Register as specified in R1-1-409(A) that pertains to the record of the exempt rulemaking:**

Not applicable

**5. The agency’s contact person who can answer questions about the rulemaking:**

Name: Christine Thompson, Executive Director

Address: State Board of Education  
1700 W. Washington, Suite 300  
Phoenix, AZ 85007

Telephone: (602) 542-5057

Fax: (602) 542-3046

E-mail: inbox@azsbe.az.gov

**6. An agency’s justification and reason why a rule should be made, amended, repealed, or renumbered to include an explanation about the rulemaking:**

The Certification Advisory Committee recommended that the board consider the following changes to R7-2-611, subsections (C), (D), (E), (F), (G), (H), (M), (N).

- R7-2-611(C) Provisional Cross-Categorical Special Education Certificate
- R7-2-611(D) Standard Cross Categorical Special Education Certificate

Rename the Cross Categorical Special Education certificate to the Mild-Moderate Special Education certificate as well as increase the rigor of coursework required to align with current best practices as well as the Council for Exceptional Children standards. The increase in coursework rigor has been added to better prepare teachers to work with the targeted special education population. The proposed rule change would go into effect January 1, 2016.

Rename the mental retardation disability category to intellectual disabilities to align with Rosa’s Law under IDEA, a federal Special Education law.

- R7-2-611(E) Provisional Specialized Special Education Certificates
- R7-2-611 (F) Standard Specialized Special Education Certificates

No new applications for the Specialized Special Education certificates will be accepted after December 31, 2015. Specialized Special Education certificates are offered in the following disability areas: Mental Retardation, Learning Disabilities, Emotional Disabilities, Orthopedic Impairments and Other Health impairments. This proposal coincides with the proposal for the Mild-Moderate Special Education Certificate which would allow a Mild-Moderate certificate holder to serve students with the disabilities that are currently covered under the Specialized Special Education certificate. The adoption of the Mild-Moderate Special Education certificate eliminates the need for the Specialized Special education certificates. Individuals who hold one or more Specialized Special Education Certificate(s) will be able to maintain these certificates by fulfilling the current renewal requirements.

Rename the mental retardation disability category to intellectual disabilities to align with Rosa’s Law under IDEA, a federal special education law.

- R7-2-611(G) Provisional Severely and Profoundly Disabled Certificate
- R7-2-611(H) Standard Severely and Profoundly Disabled Certificate

To increase the rigor of coursework to align with current best practices as well as the Council for Exceptional Children standards. The increase in coursework rigor has been added to better prepare teachers to work with the targeted special education population. The proposed rule would go into effect January 1, 2016.

- R7-2-611(M) Provisional Early Childhood Special Education Certificate
- R7-2-611(N) Standard Early Childhood Special Education Certificate

Increase the age range a certificate holder can teach with this certificate as well as increase the rigor of coursework required to align with the Arizona Early Childhood and Council for Exceptional Children standards. The current Early Childhood Special Education certificate only allows an individual to teach students from age 0-5. The proposal to increase the age range to Birth-age 8 or Grade 3 would allow individuals the opportunity to service a wider range of students. School Districts would have greater flexibility in placing teachers due to the increased age range of the certificate. The increased rigor of coursework will better prepare teachers to service the early childhood special education population. The proposed rule change would go into effect January 1, 2016.

Current Early Childhood Special Education certificate holders will be able to maintain their certificates as long as they



fulfill the current renewal requirements.

Proposed Amendments to Rule

The proposed rule changes contain modifications to the following subsections of R7-2-611:

- R7-2-611(C) and (D), regarding provisional and standard teaching certificates for mild to moderate disabilities: rename the Cross-categorical certificate to Mild-moderate special education certificate, modify coursework requirements, and re-name the mental retardation disability category to intellectual disabilities.
- R7-2-611(E) and (F), regarding discontinuing the Specialized Special Education certificates: no new applications for the Specialized Special Education certificate will be accepted after December 31, 2015 and re-name the mental retardation disability category to intellectual disabilities.
- R7-2-611(G) and (H), regarding the Severely and Profoundly Disabled certificates: increase the rigor of coursework requirements.
- R7-2-611(M) and (N), regarding the Early Childhood Special Education certificates: change the Early Childhood Special Education certificate from birth through 5 years to birth-age 8 or grade 3 for applications received on or after January 1, 2016 and increase the rigor of coursework requirements.

**7. A reference to any study relevant to the rule that the agency reviewed and either relied on or did not rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:**

Not applicable

**8. A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**

Not applicable

**9. The summary of the economic, small business and consumer impact, if applicable:**

The rules are not expected to have significant, if any, economic impact on small businesses.

**10. A description of the changes between the proposed rules, including supplemental notices and final rules (if applicable):**

Not applicable

**11. A summary of the comments made regarding the rule and the agency response to them:**

A public hearing was held regarding these proposed rules on November 26, 2013. No comments were received.

**12. Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:**

Not applicable

**13. Incorporations by reference and their location in the rules:**

Not applicable

**14. Was this rule previously made as an emergency rule? If so, please indicate the Register citation:**

Not applicable

**15. The full text of the rule follows:**

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

ARTICLE 6. CERTIFICATION

Section

R7-2-611. Special Education Teaching Certificates

ARTICLE 6. CERTIFICATION

**R7-2-611. Special Education Teaching Certificates**

A. No change

B. No change

C. Provisional Cross-Categorical Special Education Certificate - grades K through 12 for applications received through December 31, 2015, and Provisional Mild-Moderate Disabilities Special Education Certificate grades K through 12 for applications received on and after January 1, 2016.

1. No change



- 2. The holder is qualified to teach students with mild to moderate ~~mental retardation, autism, intellectual disabilities, traumatic brain injury,~~ emotional disability, specific learning disability, orthopedic impairments and/or other health impairments.
- 3. No change
  - a. No change
  - b. No change
    - i. Completion of a teacher preparation program in special education from an accredited institution, which included courses in ~~mental retardation, emotional disability, specific learning disability, orthopedic impairments and other health impairments~~ the instruction and behavior management of students with mild-moderate disabilities; or
    - ii. ~~Forty five semester hours of education courses which teach the standards described in R7-2-602, including 21 semester hours of special education courses and eight semester hours of practicum with students representing at least three of the five disability areas. Special education courses shall include survey of exceptional students; teaching methodologies and strategies for students with disabilities; foundations course in mild to moderate mental retardation intellectual disabilities, learning disability, emotional disabilities, and physical/health impairment; and diagnosis and assessment of mild disabilities. Two years of verified teaching experience in special education in grades K through 12 may substitute for the eight semester hours of practicum; or A valid mild-moderate special education certificate from another state; or~~
      - iii. A valid ~~cross-categorical special education certificate from another state~~ Semester hours of education courses as follows:
        - (1) For applications received through December 31, 2015: Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 21 semester hours of special education courses and eight semester hours of practicum with students representing at least three of the five disability areas. Special education courses shall include survey of exceptional students; teaching methodologies and strategies for students with disabilities; foundations course in mild to moderate mental retardation intellectual disabilities, learning disability, emotional disabilities, and physical/health impairment; and diagnosis and assessment of mild disabilities. Two years of verified teaching experience in special education in grades K through 12 may substitute for the eight semester hours of practicum; or
        - (2) For applications received on and after January 1, 2016: Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 37 semester hours of special education courses with shall include:
          - (a) Foundations of special education;
          - (b) Legal aspects;
          - (c) Effective collaboration and communication practices;
          - (d) Research-based instruction in math;
          - (e) Research-based instruction in English language arts;
          - (f) Classroom management and behavior analysis;
          - (g) Assessment and eligibility;
          - (h) Language development and disorders;
          - (i) Electives; and a minimum of eight semester hours of practicum with students with mild-moderate disabilities. Two years of verified teaching experience in mild-moderate special education in grades K through 12 may substitute for the eight semester hours of practicum.
  - c. No change
  - d. A passing score on the ~~cross-categorical~~ special education portion of the Arizona Teacher Proficiency Assessment, and
  - e. No change
- D. Standard Cross-Categorical Special Education Certificate - grades K through 12 for applications received through December 31, 2015, and Standard Mild-Moderate Disabilities Special Education Certificate grades K through 12 for applications received on and after January 1, 2016.
  - 1. No change
  - 2. The holder is qualified to teach students with mild to moderate ~~mental retardation, autism, intellectual disabilities, traumatic brain injury,~~ emotional disability, specific learning disability, orthopedic impairments and/or other health impairments.
  - 3. No change
    - a. A provisional cross-categorical Special Education certificate or mild-moderate disabilities special education certificate;
    - b. No change
    - c. No change
- E. Provisional Specialized Special Education Certificate - grades K through 12.
  - 1. No change



2. No new applications for a Provisional Specialized Special Education Certificate will be accepted after December 31, 2015.
  23. The holder is qualified to teach students with ~~mental retardation~~ intellectual disabilities, emotional disability, specific learning disability, orthopedic impairments or other health impairments, as specified on the certificate.
  34. The requirements are:
    - a. A bachelor's degree,
    - b. One of the following:
      - i. Completion of a teacher preparation program in the specified area of special education from an accredited institution; or
      - ii. Forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 21 semester hours of special education courses and eight semester hours of practicum in the designated area of disability. Special education courses shall include survey of exceptional students, teaching methodologies for students with disabilities, foundations of instruction in the designated area of disability, and diagnosis and assessment of disabilities. Two years of verified teaching experience in the area of disability in grades K through 12 may be substituted for the eight semester hours of practicum; or
      - iii. A valid special education certificate in the specified area from another state.
    - c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment,
    - d. A passing score on the specified disability special education portion of the Arizona Teacher Proficiency Assessment, and
    - e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- F. No change
1. No change
  2. The holder is qualified to teach students with ~~mental retardation~~ intellectual disabilities, emotional disability, specific learning disability, orthopedic impairments or other health impairments, as specified on the certificate.
  3. No change
    - a. No change
    - b. No change
    - c. No change
- G. No change
1. No change
  2. The holder is qualified to teach students with severe and profound disabilities.
  23. The requirements are:
    - a. A bachelor's degree,
    - b. One of the following:
      - i. Completion of a teacher preparation program in severely and profoundly disabled education from an accredited institution; or
      - ii. ~~Forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 21 semester hours of special education courses and eight semester hours of practicum. Special education courses shall include survey of exceptional students, teaching methodologies for students with severe and profound disabilities, foundations of instruction of students with severe and profound disabilities, and diagnostic and assessment procedures for students with severe and profound disabilities. Two years of verified teaching experience with students in grades PreK-12 who are severely and profoundly disabled may be substituted for the eight semester hours of practicum; or~~ A valid severe and profound special education certificate from another state; or
      - iii. ~~A valid Severely and Profoundly Disabled certificate from another state.~~ Semester hours of education courses as follows:
        - (1) For applications received through December 31, 2015: Forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 21 semester hours of special education courses and eight semester hours of practicum. Special education courses shall include survey of exceptional students, teaching methodologies for students with severe and profound disabilities, foundations of instruction of students with severe and profound disabilities, and diagnostic and assessment procedures for students with severe and profound disabilities. Two years of verified teaching experience with students in grades PreK-12 who are severely and profoundly disabled may be substituted for the eight semester hours of practicum; or
        - (2) For applications received on and after January 1, 2016: Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 37 semester hours of special education courses with shall include:
          - (a) Foundations low incidence disabilities;
          - (b) Legal aspects;
          - (c) Effective collaboration and communication practices;



- (d) Adaptive communication;
- (e) Instructional strategies across the curriculum;
- (f) Classroom management and behavior analysis;
- (g) Assessment and eligibility;
- (h) Electives; and a minimum of eight semester hours of practicum with students with severe and profound disabilities. Two years of verified teaching experience in special education in grades K through 12 who have severe and profound disabilities may substitute for the eight semester hours of practicum.

- c. No change
- d. No change
- e. No change

**H.** No change

- 1. No change
- 2. The holder is qualified to teach students with severe and profound disabilities.

**23.** The requirements are:

- a. A provisional severely and profoundly disabled certificate;
- b. A passing score on the performance portion of the Arizona Teacher Proficiency Assessment. If a performance portion of the Proficiency Assessment has not been adopted by the Board, two years of verified full-time teaching experience may be used to fulfill this requirement; and
- c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

**I.** No change

- 1. No change
- 2. No change
  - a. No change
  - b. No change
    - i. No change
    - ii. No change
    - iii. No change
  - c. No change
  - d. No change
  - e. No change

**J.** No change

- 1. No change
- 2. No change
  - a. No change
  - b. No change
  - c. No change

**K.** No change

- 1. No change
- 2. No change
  - a. No change
  - b. No change
    - i. No change
    - ii. No change
    - iii. No change
  - c. No change
  - d. No change
  - e. No change
    - i. No change
    - ii. No change
    - iii. No change
    - iv. No change
  - f. No change

**L.** No change

- 1. No change
- 2. No change
  - a. No change
  - b. No change
  - c. No change

**M.** Provisional Early Childhood Special Education Certificate - birth through 5 years for applications received through December 31, 2015, and birth through age 8 or grade 3 for applications received on and after January 1, 2016.



1. No change
  2. No change
    - a. No change
    - b. No change
      - i. No change
      - ii. ~~Forty-five semester hours of education courses which teach the standards described in R7-2-602, including child development and learning, language development, social and emotional development, curriculum development and implementation, and assessment and evaluation, early childhood special education, and eight semester hours of practicum in early childhood special education. Two years of verified teaching experience in the area of early childhood special education may be substituted for the eight semester hours of practicum; or A valid early childhood special education certificate from another state; or~~
      - iii. ~~A valid early childhood special education certificate from another state; or Early childhood education coursework and practicum experience which teaches the knowledge and skills described in R7-2-602 and includes the following:~~
        - (1) ~~For applications received through December 31, 2015: Forty-five semester hours of education courses which teach the standards described in R7-2-602, including child development and learning, language development, social and emotional development, curriculum development and implementation, and assessment and evaluation, early childhood special education, and eight semester hours of practicum in early childhood special education. Two years of verified teaching experience in the area of early childhood special education may be substituted for the eight semester hours of practicum; or~~
        - (2) ~~For applications received on and after January 1, 2016:~~
1. Thirty-seven semester hours of early childhood education courses which teach the standards described in R7-2-602, to include all of the following areas of study:
  - a. Foundations early childhood education and special education;
  - b. Behavioral interventions for children with an without disabilities;
  - c. Characteristics and quality practices for typical and atypical behaviors of young children;
  - d. Typical and atypical child growth and development, including health, safety and nutrition with an emphasis on special health care needs for children birth through grade 3;
  - e. Child, family, cultural and community relationships including community organizations that support and assist children with disabilities and their families;
  - f. Developmentally appropriate instructional and inclusive methodologies for teaching social and emotional development, language arts, math, science, social studies, the arts and diagnosis and remediation of learning difficulties;
  - g. Early language and literacy development including communication methods in early childhood education/special education; (h) Assessment and evaluation for early childhood special education to include observing, assessing, monitoring and reporting on the progress of young children; and
2. A minimum of eight semester hours of practicum, including:
  - a. A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children with identified special needs birth through preschool or one year of full-time teaching experience with children identified with specials needs birth through preschool, and
  - b. A minimum of four semester hours in a supervised student teaching setting serving children with identified special needs in kindergarten through grade 3 or one year of full time teaching experience with children identified with special needs kindergarten through grade 3.
  - c. No change
  - d. No change
  - e. No change
- N. Standard Early Childhood Special Education Certificate - birth through 5 years for applications received through December 31, 2015, and birth through age 8 or grade 3 for applications received on and after January 1, 2016.
1. No change
  2. No change
    - a. No change
    - b. No change
    - c. No change





- 7. **A reference to any study relevant to the rule that the agency reviewed and either relied on or did not rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:**  
Not applicable
- 8. **A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**  
Not applicable
- 9. **The summary of the economic, small business and consumer impact, if applicable:**  
The rules are not expected to have significant, if any, economic impact on small businesses.
- 10. **A description of the changes between the proposed rules, including supplemental notices and final rules (if applicable):**  
Not applicable
- 11. **A summary of the comments made regarding the rule and the agency response to them:**  
A public hearing was held regarding these proposed rules on August 7, 2013. No comment was received.
- 12. **Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:**  
Not applicable
- 13. **Incorporations by reference and their location in the rules:**  
Not applicable
- 14. **Was this rule previously made as an emergency rule? If so, please indicate the Register citation:**  
Not applicable
- 15. **The full text of the rule follows:**

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

ARTICLE 6. CERTIFICATION

Section  
R7-2-612. Career and Technical Education Teaching Certificates

ARTICLE 6. CERTIFICATION

**R7-2-612. Career and Technical Education Teaching Certificates**

- A. No change
- B. No change
- C. No change
  - 1. No change
  - 2. No change
  - 3. No change
  - 4. No change
  - 5. No change
  - 6. No change
  - 7. No change
  - 8. No change
  - 9. No change
  - 10. No change
- D. No change
  - 1. No change
  - 2. No change
    - a. No change
    - b. No change
      - i. No change
        - (1) No change
        - (2) No change
        - (3) No change
      - ii. No change
        - (1) No change



- (2) No change
- (3) No change
- (4) No change
- iii. No change
- iv. No change
- v. No change
  - (1) No change
  - (2) No change
- 3. No change
  - a. No change
  - b. No change
  - c. No change
- E. No change
  - 1. No change
  - 2. No change
    - a. No change
    - b. No change
      - i. No change
        - (1) No change
        - (2) Eighteen semester hours of courses in professional knowledge, to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Agriculture. ~~A maximum of six~~ Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
        - (3) No change
      - ii. No change
        - (1) No change
        - (2) No change
        - (3) No change
          - (a) No change
          - (b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Agriculture. ~~A maximum of six~~ Twelve semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
      - (4) No change
    - iii. No change
      - (1) No change
      - (2) No change
      - (3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. ~~A maximum of six~~ Fifteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour.
    - iv. No change
      - (1) No change
      - (2) No change
    - v. No change
      - (1) No change
      - (2) Eighteen semester hours of courses in professional knowledge, to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development,



instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Agriculture. ~~A maximum of six~~ Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and

- (3) No change
- c. No change
  - i. No change
  - ii. No change
  - iii. No change
- F. No change
  - 1. No change
  - 2. No change
    - a. No change
    - b. No change
      - i. No change
        - (1) No change
        - (2) No change
        - (3) No change
      - ii. No change
        - (1) No change
        - (2) No change
        - (3) No change
        - (4) No change
      - iii. No change
      - iv. No change
      - v. No change
        - (1) No change
        - (2) No change
    - 3. No change
      - a. No change
      - b. No change
      - c. No change
  - G. No change
    - 1. No change
    - 2. No change
      - a. No change
      - b. No change
        - i. No change
          - (1) No change
          - (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Business and Marketing. ~~A maximum of six~~ Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
          - (3) No change
        - ii. No change
          - (1) No change
          - (2) No change
          - (3) No change
            - (a) No change
            - (b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, classroom management, educational philosophy, instructional design/methodology, or assessment/evaluation. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Business and Marketing. ~~A maximum of~~



~~six~~ Twelve semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and

- (4) No change
- iii. No change
  - (1) No change
  - (2) No change
  - (3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. ~~A maximum of six~~ Fifteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour.
- iv. No change
  - (1) No change
  - (2) No change
- v. No change
  - (1) No change
  - (2) Eighteen semester hours of courses in professional knowledge, to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Business and Marketing. ~~A maximum of six~~ Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
  - (3) No change
- c. No change
  - i. No change
  - ii. No change
  - iii. No change

**H.** No change

- 1. No change
- 2. No change
  - a. No change
  - b. No change
    - i. No change
      - (1) No change
      - (2) No change
      - (3) No change
    - ii. No change
      - (1) No change
      - (2) No change
      - (3) No change
      - (4) No change
    - iii. No change
    - iv. No change
    - v. No change
      - (1) No change
      - (2) No change
- 3. No change
  - a. No change
  - b. No change
  - c. No change

**I.** No change

- 1. No change
- 2. No change
  - a. No change
  - b. No change
    - i. No change



- (1) No change
- (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Family and Consumer Sciences. ~~A maximum of six~~ Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
- (3) No change
- ii. No change
  - (1) No change
  - (2) No change
  - (3) No change
    - (a) No change
    - (b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Family and Consumer Sciences. ~~A maximum of six~~ Twelve semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
  - (4) No change
- iii. No change
  - (1) No change
  - (2) No change
  - (3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. ~~A maximum of six~~ Fifteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour.
- iv. No change
  - (1) No change
  - (2) No change
- v. No change
  - (1) No change
  - (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Family and Consumer Sciences. ~~A maximum of six~~ Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
  - (3) No change
- c. No change
  - i. No change
  - ii. No change
  - iii. No change
- J. No change
  - 1. No change
  - 2. No change
    - a. No change
    - b. No change
      - i. No change
        - (1) No change
        - (2) No change



- (3) No change
- ii. No change
  - (1) No change
  - (2) No change
  - (3) No change
  - (4) No change
- iii. No change
- iv. No change
- v. No change
  - (1) No change
  - (2) No change
- 3. No change
  - a. No change
  - b. No change
  - c. No change
- K.** No change
  - 1. No change
  - 2. No change
    - a. No change
    - b. No change
      - i. No change
        - (1) No change
        - (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Health Careers. ~~A maximum of six~~ Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
        - (3) No change
      - ii. No change
        - (1) No change
        - (2) No change
        - (3) No change
          - (a) No change
          - (b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Health Careers. ~~A maximum of six~~ Twelve semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
        - (4) No change
      - iii. No change
        - (1) No change
        - (2) No change
        - (3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. ~~A maximum of six~~ Fifteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour.
      - iv. No change
        - (1) No change
        - (2) No change
      - v. No change
        - (1) No change



- (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Health Careers. ~~A maximum of six~~ Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
        - (3) No change
      - c. No change
        - i. No change
        - ii. No change
        - iii. No change
- L. No change
  - 1. No change
  - 2. No change
    - a. No change
    - b. No change
      - i. No change
        - (1) No change
        - (2) No change
        - (3) No change
      - ii. No change
        - (1) No change
        - (2) No change
        - (3) No change
        - (4) No change
      - iii. No change
      - iv. No change
      - v. No change
        - (1) No change
        - (2) No change
  - 3. No change
    - a. No change
    - b. No change
    - c. No change
- M. No change
  - 1. No change
  - 2. No change
    - a. No change
    - b. No change
      - i. No change
        - (1) No change
        - (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Industrial and Emerging Technologies. ~~A maximum of six~~ Fifteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
        - (3) No change
      - ii. No change
        - (1) No change
        - (2) No change
        - (3) No change
          - (a) No change
          - (b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development



opment, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Industrial and Emerging Technologies. ~~A maximum of six~~ Twelve semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and

- (4) No change
- iii. No change
  - (1) No change
  - (2) No change
  - (3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. ~~A maximum of six~~ Fifteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour.
- iv. No change
  - (1) No change
  - (2) No change
- v. No change
  - (1) No change
  - (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Industrial and Emerging Technologies. ~~A maximum of six~~ Eigh-teen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
  - (3) No change
- c. No change
  - i. No change
  - ii. No change
  - iii. No change
- N. No change
  - 1. No change
  - 2. No change
    - a. No change
    - b. No change
      - i. No change
        - (1) No change
        - (2) No change
        - (3) No change
      - ii. No change
        - (1) No change
        - (2) No change
        - (3) No change
        - (4) No change
      - iii. No change
      - iv. No change
      - v. No change
        - (1) No change
        - (2) No change
    - 3. No change
      - a. No change
      - b. No change
      - c. No change
- O. No change
  - 1. No change
  - 2. No change



- a. No change
- b. No change
  - i. No change
    - (1) No change
    - (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Education and Training. ~~A maximum of six~~ Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
    - (3) No change
  - ii. No change
    - (1) No change
    - (2) No change
    - (3) No change
  - (a) No change
  - (b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Education and Training. ~~A maximum of six~~ Twelve semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
    - (4) No change
  - iii. No change
    - (1) No change
    - (2) No change
    - (3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or career and technical education classroom management. ~~A maximum of six~~ Fifteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour.
  - iv. No change
    - (1) No change
    - (2) No change
  - v. No change
    - (1) No change
    - (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate - Education and Training. ~~A maximum of six~~ Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
      - (3) No change
- c. No change
  - i. No change
  - ii. No change
  - iii. No change





the 120 day provision listed in the rule. The proposed rule change would allow districts to use Substitute certificate holders in the same classroom beyond the 120 day limit if certain criteria are met. The proposed amendment would also allow a person holding a Substitute certificate to teach in grades PreK-12 instead of K-12 which addresses staffing issues raised by the field. R7-2-614.C and E. also need to be modified to reflect the grade range change from K-12 to PreK-12 to be consistent with other teaching certificates.

Pursuant to A.R.S. § 41-1005(F) the State Board of Education is exempt from standard rulemaking procedures.

7. **A reference to any study relevant to the rule that the agency reviewed and either relied on or did not rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:**  
Not applicable
8. **A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**  
Not applicable
9. **The summary of the economic, small business and consumer impact, if applicable:**  
The rules are not expected to have significant, if any, economic impact on small businesses.
10. **A description of the changes between the proposed rules, including supplemental notices and final rules (if applicable):**  
Not applicable
11. **A summary of the comments made regarding the rule and the agency response to them:**  
R7-2-613, PreK-12 Arts Education Certificates: A public hearing was held on May 21, 2015, to collect public input on the proposed rule changes. There were no public comments received at this meeting.  
R7-2-614(J) Native American Language Teaching Certificate: A public hearing was held regarding these proposed rule changes on June 27, 2012. Public comment was received and every comment was in support of the rule change.  
R7-2-614(I) Provisional Foreign Teacher Teaching Certificate: A public hearing was held regarding these proposed rules on June 12, 2013. There public comment was received.  
R7-2-614(B) Substitute Certificate: A public hearing was held regarding these proposed rules on January 7, 2015. No comments from the public were received.
12. **Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:**  
Not applicable
13. **Incorporations by reference and their location in the rules:**  
Not applicable
14. **Was this rule previously made as an emergency rule? If so, please indicate the Register citation:**  
Not applicable
15. **The full text of the rule follows:**

## TITLE 7. EDUCATION

### CHAPTER 2. STATE BOARD OF EDUCATION

#### ARTICLE 6. CERTIFICATION

Section	
R7-2-613.	PreK-12 Arts Education Certificates
R7-2-614.	Other Teaching Certificates

#### ARTICLE 6. CERTIFICATION

##### **R7-2-613. ~~PreK-12 Arts Education~~ Teaching Certificates**

- A. No change
- B. No change
  1. No change
  2. No change
    - a. No change
    - b. No change
      - i. No change



- ii. No change
  - iii. No change
  - iv. No change
  - c. No change
  - d. No change
  - e. No change
  - C. No change
    - 1. No change
    - 2. No change
      - a. No change
      - b. No change
      - c. No change
  - D. Provisional PreK-12 Physical Education Certificate.
    - 1. The certificate is valid for three years and is not renewable but may be extended as set forth in R7-2-606(H) or (I).
    - 2. The requirements are:
      - a. A bachelor's degree.
      - b. One of the following:
        - i. Completion of a teacher preparation program in PreK-12 physical education, including 12 semester practicum hours evenly split between elementary and secondary physical education from an accredited institution or a Board-approved teacher preparation program; or
        - ii. Thirty-three semester hours of education or physical education courses, including:
          - (1) At least nine semester hours of elementary, secondary and adaptive physical education methods;
          - (2) Foundational coursework in the areas of Growth and Motor Development, Movement Activities, Life-long Physical Fitness and Comprehensive School Physical Activity Programming; and
          - (3) Twelve semester hours of practicum in physical education in PreK-12 grades, evenly split between elementary and secondary physical education, and supervised by a licensed or certified physical education teacher. Two years of verified full-time teaching experience in the certificate area in grades PreK-12 may substitute for the Twelve semester hours of practicum; or
        - iii. A valid PreK-12 physical education certificate from another state.
      - c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment.
      - d. A passing score on the Physical Education subject knowledge portion of the Arizona Teacher Proficiency Assessment.
      - e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
  - E. Standard PreK-12 Physical Education Certificate
    - 1. The certificate is valid for six years.
    - 2. The requirements are:
      - a. The provisional PreK-12 Physical Education certificate.
      - b. Two years of verified teaching experience will be accepted in lieu of the performance portion of the Arizona Teacher Proficiency Assessment.
      - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- R7-2-614. Other Teaching Certificates**
- A. No change
  - B. Substitute Certificate -- ~~grades K through 12~~ PreK-12
    - 1. No change
    - 2. No change
    - 3. No change
    - 4. No change
    - 5. No change
    - 6. No change
    - 7. A person holding only a substitute certificate may be exempt from the limit on teaching 120 days in the same school each school year if the school district superintendent has provided verification to the Department of Education that the position is continuously advertised on a statewide basis at a minimum of three sites with at least one being a higher education institution and that a highly qualified and employable candidate was not found. An exemption from teaching 120 days shall not be granted to the same individual more than three times.
  - C. Emergency Substitute Certificate -- ~~grades K through 12~~ PreK-12
    - 1. No change
    - 2. No change
    - 3. No change
    - 4. No change
    - 5. No change



- a. No change
- b. No change
- c. No change
- 6. No change
  - a. No change
  - b. No change
  - c. No change
- D.** No change
  - 1. No change
  - 2. No change
  - 3. No change
  - 4. No change
  - 5. No change
    - a. No change
    - b. No change
    - c. No change
    - d. No change
      - i. No change
      - ii. No change
  - 6. No change
- E.** Teaching Intern Certificate -- ~~grades K through 12~~ PreK-12
  - 1. No change
  - 2. No change
  - 3. No change
  - 4. No change
  - 5. No change
    - a. No change
    - b. No change
    - c. No change
    - d. No change
    - e. No change
  - 6. No change
    - a. No change
    - b. No change
    - c. No change
  - 7. No change
    - a. No change
    - b. No change
    - c. No change
    - d. No change
- F.** No change
  - 1. No change
  - 2. No change
    - a. No change
    - b. No change
  - 3. No change
    - a. No change
    - b. No change
      - i. No change
      - ii. No change
      - iii. No change
    - c. No change
- G.** No change
  - 1. No change
  - 2. No change
  - 3. No change
    - a. No change
    - b. No change
    - c. No change
- H.** No change
  - 1. No change





- 4. A list of all notices published in the Register as specified in R1-1-409(A) that pertains to the record of the exempt rulemaking:**  
Not applicable
- 5. The agency's contact person who can answer questions about the rulemaking:**  
Name: Christine M. Thompson, Executive Director, State Board of Education  
Address: 1700 W. Washington, Suite 300  
Phoenix, AZ 85007  
Telephone: (602) 542-5057  
Fax: (602) 542-3046  
E-mail: inbox@azsbe.az.gov
- 6. An agency's justification and reason why a rule should be made, amended, repealed, or renumbered to include an explanation about the rulemaking:**  
At its October 2, 2013 meeting the Certification Advisory Committee recommended that the board consider the following changes to R7-2-617(A), (D), (F).
- R7-2-617(A) Corrects improper rule citation to state that all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-619.
  - R7-2-617(D) Repeal the School Psychologist Interim certificate. This certificate was created to address the shortage of school psychologists by providing a pathway to allow clinical psychologists to practice in the schools while completing the requirements for the School Psychologist certificate. However, the number of applicants who have applied for this certificate since it was adopted in 2007 is very low. There is currently only one certificate holder and this person should have the School Psychologist certificate by the end of the year. The proposed rule would go into effect January 1, 2014.
  - R7-2-617(F) Place a moratorium on the Speech Language Technician certificate (SLT). This certificate was created to address the shortage of speech and language pathologists in the field. SLTs are allowed to evaluate and diagnose students with speech and/ or language needs and practice without the supervision of a Master's-level speech language pathologist. Representatives from all of the Arizona universities stated that Bachelor's-level speech-pathology programs do not prepare students to practice independently, and allowing SLTs to practice without supervision and to assess students is unethical. Furthermore, the state universities do not allow Bachelor's-level students to complete 50 hours of speech pathology observation, which is a requirement for the SLT certificate. The shortage of speech-language professionals has been addressed by the creation of a Speech-Language Pathology Assistant license which is issued through the Arizona Department of Health Services. The moratorium would not allow any new applications for the SLT certificate to be received after June 30, 2014.
- Pursuant to the Board's rulemaking procedures, a public hearing on this proposed rule change was held on August 7, 2013. No comments were made.
- 7. A reference to any study relevant to the rule that the agency reviewed and either relied on or did not rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:**  
Not applicable
- 8. A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**  
Not applicable
- 9. The summary of the economic, small business and consumer impact, if applicable:**  
The rules are not expected to have significant, if any, economic impact on small businesses.
- 10. A description of the changes between the proposed rules, including supplemental notices and final rules (if applicable):**  
Not applicable
- 11. A summary of the comments made regarding the rule and the agency response to them:**  
A public hearing was held regarding these proposed rules on June 27, 2012. No comment was received.
- 12. Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:**  
Not applicable
- 13. Incorporations by reference and their location in the rules:**  
Not applicable
- 14. Was this rule previously made as an emergency rule? If so, please indicate the Register citation:**  
Not applicable



15. The full text of the rule follows:

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

ARTICLE 6. CERTIFICATION

Section R7-2-617. Other Professional Certificates

ARTICLE 6. CERTIFICATION

R7-2-617. Other Professional Certificates

- A. All certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in ~~R7-2-617 R7-2619~~.
- B. Guidance Counselor Certificate - grades PreK-12
  - 1. The guidance counselor certificate is valid for six years.
  - 2. The requirements are:
    - a. A master's or more advanced degree,
    - b. Completion of a graduate program in guidance and counseling. A valid guidance counselor certificate from another state may substitute for this requirement,
    - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and
    - d. One of the following:
      - i. Completion of a supervised counseling practicum in school counseling;
      - ii. Two years of verified, full-time experience as a school guidance counselor; or
      - iii. Three years of verified teaching experience.
- C. School Psychologist Certificate - grades PreK-12
  - 1. A school psychologist certificate is required for all personnel whose primary responsibility is in the role of a school psychologist providing services that include but are not limited to the duties of student psychoeducational assessment, therapeutic consultation and intervention, and involvement in the process of determination of student disabilities or disorders.
  - 2. The school psychologist certificate is valid for six years.
  - 3. The requirements are:
    - a. A master's or more advanced degree;
    - b. Completion of a graduate program in school psychology consisting of at least 60 graduate semester hours, or completion of a doctoral program in psychology and completion of a re-training program in school psychology from an accredited institution or Board approved program with a letter of institutional endorsement from the head of the school psychology program;
    - c. A supervised internship of at least 1200 clock hours with a minimum of 600 of those hours in a school setting. Three years experience as a certified school psychologist within the last 10 years may be substituted for the internship requirement; and
    - d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
  - 4. Any of the following may be substituted for the requirement described in subsection (C)(3)(b):
    - a. Five years experience within the last 10 years working full time in the capacity of a school psychologist in a school setting serving any portion of grades kindergarten through 12; or
    - b. A Nationally Certified School Psychologist Credential; or
    - c. A diploma in school psychology from the American Board of School Psychology.
- ~~D. Arizona School Psychologist Interim Certificate - grades PreK-12
 
  - 1. The certificate is valid for two years and is not renewable.
  - 2. The interim certificate entitles the holder to perform school psychologist duties in whatever capacity or grade levels assigned by personnel in subsection (4) of this Section.
  - 3. The requirements are:
    - a. A master's or more advanced degree in psychology;
    - b. Verification of current enrollment in an accredited school psychology program or a Board approved school psychology program signed by the dean of a college of education or the administrator of a Board approved school psychology preparation program, and
    - e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
  - 4. The holder of the interim certificate shall be under the direct supervision of college and certified school personnel, including a school or school district based certified school psychologist who holds a valid Arizona School Psychologist Certificate.~~
- ED. Speech-Language Pathologist Certificate - grades PreK-12
  - 1. The speech-language pathologist certificate is required for school-based speech-language pathologists.



2. The certificate is valid for six years and may be renewed with the completion of a minimum of 60 clock hours of relevant professional development in the field of speech pathology, or professional development in the areas of articulation, voice, fluency, language, low incidence disabilities, curriculum and instruction, professional issues and ethics, or service delivery models.
  3. The requirements are:
    - a. A master's or more advanced degree, from an accredited institution, in speech pathology or communication disorders;
    - b. A minimum of 250 clinical clock hours supervised by a university or a speech-language pathologist with a certificate of clinical competence;
    - c. A certificate of clinical competence, or a passing score on the national exam, or a passing score on the speech and language impaired special education portion of the Arizona Teacher Proficiency Assessment; and
    - d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- FE.** Speech-Language Technician - grades PreK-12
1. The speech-language technician certificate is required for school-based speech-language professionals.
  2. No new applications for a speech-language technician certificate will be accepted after June 30, 2014.
  23. The certificate is valid for six years and may be renewed with the completion of a minimum of 180 clock hours of graduate level coursework in the field of speech pathology, or professional development in the areas of articulation, voice, fluency, language disorders, low incidence disabilities, professional issues and ethics, or service delivery models.
  34. The requirements are:
    - a. A bachelor's degree from an accredited program in Speech-Language Pathology, Speech-Hearing Sciences, or Communication Disorders;
    - b. A minimum of 50 hours of university supervised observation;
    - c. A minimum of 150 university clinical clock hours, or 150 clock hours supervised by a master's level licensed speech-language pathologist, or two years' experience as a school speech-language therapist or technician;
    - d. A passing score on the speech and language impaired special education portion of the Arizona Teacher Proficiency Assessment; and
    - e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.