

# **Standards for the Preparation of Teachers of Students with Physical Impairment and Students with Other Health Impairment (SC)**



Derived from Michigan Administrative Rules for Special Education (MARSE) With  
Related IDEA Federal Regulations

MARSE promulgated May 27, 2020

IDEA Federal Regulations last modified July 2018

**MARSE R 340.1781 Teachers of students with disabilities; endorsement requirements. Rule 81.**

1. A teacher seeking an endorsement or full approval by the department shall meet all of the following requirements, in conjunction with those of R 340.1782, R 340.1786 to R 340.1788, R 340.1790, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, before being employed by an intermediate school district, local school district, public school academy, or other agency operating special education programs and services:
  - a. The requisite knowledge, understanding, skills, and dispositions for effective practice related to all of the following:
    - i. Utilizing research-based models, theories, and philosophies for teaching students with an array of disabilities within different placements.
    - ii. Assessing students with disabilities for identification and teaching.
    - iii. Implementing accommodations and modifications for classroom, district, and statewide assessments.
    - iv. Using assistive technology devices to increase, maintain, or improve the capabilities of students with impairments.
    - v. Communicating, consulting, and collaborating with parents/guardians, paraprofessionals, general educators, administrators, and human services personnel.
    - vi. Developing, implementing, and evaluating individualized education programs.
    - vii. Planning, organizing, scheduling, and conducting individualized education program team meetings, including parental and student participation.
    - viii. Preparing students with disabilities for transitions consisting of preschool to elementary through post-secondary environments and employment.
    - ix. Maintaining, releasing, and transferring student records according to district, state, and federal rules and policies.
    - x. Articulating the historical and legal bases regarding special education, such as the concept of free appropriate public education, general least restrictive environment requirements, and family education and privacy rights.

- b. Understanding issues of race, class, culture, religion, gender, orientation, and language related to subdivision (a) of this subrule.

**MARSE R 340.1782 Endorsed teachers of students with disabilities; additional requirements. Rule 82.**

An endorsed teacher of students with disabilities, in addition to meeting the specific requirements in R 340.1786 to R 340.1788, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, shall comply with all of the following requirements:

- a. Possess a valid Michigan teacher's certificate.
- b. Possess a baccalaureate degree with a major in a specific special education area or have earned credit in course work equivalent to that required for a major.
- c. Possess an endorsement in special education that is valid in grades kindergarten through 12. Elementary or secondary endorsements in special education, earned after September 1, 1990, shall be valid in grades kindergarten through 12.
- d. Have completed not less than 8 weeks of directed student teaching in the specific area of impairment. Not less than a 180-hour practicum in the specific area of impairment is required for each additional endorsement.
- e. Be recommended for a certificate or endorsement, or both, in a specific special education area by an institution of higher education or the department signifying verification of completion of a teacher education program for the specific special education area, as approved by the state board of education.
- f. On the effective date of these rules, persons approved as special education teachers under this rule, teacher consultants under R 340.1790, and teachers of preprimary-aged students under R 340.1795 shall maintain and continue to have their full approval status.

**MARSE R 340.1799a Teachers of students with physical impairment and students with other health impairment; special requirements. Rule 99a.**

- 1. The teacher education program for teachers of students with physical impairment and students with other health impairment shall include a minimum of 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782 and all of the following:
  - a. The identification, etiology, diagnosis, and classification of physical, neurological, and other health impairment.
  - b. Understanding of human anatomy and physiology; medical terminologies; the types and transmission of infectious and

communicable diseases; physical effects of medications; the nature of medical interventions and treatment of physical and other health impairment.

- c.** The impact upon student learning and development (behavioral, cognitive, social, and emotional development) of physical, neurological, and other health impairment, including the impact of chronic and terminal illness and emergency/life threatening situations.
- d.** Assessing, teaching and modifying instruction and curricula for students with physical, neurological, and other health impairment related to all of the following:
  - i.** Administering, adapting, and modifying formal and informal assessments of learning for students with physical, neurological, and other health impairments.
  - ii.** Adapting and modifying the teaching and learning environment to accommodate the diverse needs of students with physical, neurological, and other health impairment.
  - iii.** Developing learning and instructional plans, designing learning sequences and opportunities in differing educational settings and placements.
  - iv.** Monitoring student progress and making appropriate modifications to instructional and educational methods as needed by students with physical, neurological, and other health impairment, including selecting, adapting, and using specialized materials and instructional strategies to maximize learning.
  - v.** Selecting, adapting, implementing and designing classroom settings and physical arrangements to facilitate and enhance opportunities for students to participate, interact, and learn with all students and adults in both special and general educational settings including individual, group, and shared projects, in and after school such as recreational activities; organizing and managing different needs and support services for individual and groups of students with different physical; neurological and other health impairment in all educational settings considering safety, as well as maximizing and fostering interactive inclusive opportunities for students.
  - vi.** Developing curricular and instructional plans and activities related to all of the following:
    - A.** Daily living, self-management of personal and health care needs, sexuality, independent living, vocational/career transition, recreation/leisure, and mobility/transportation.
    - B.** Advocacy/legal issues.
  - vii.** Communicating student progress, performance, health issues and other school-related information to students, families, and other educational and medical professionals.
- e.** Managing, monitoring, and assisting consistent with school policy and law in health care procedures; the use of orthotic, augmentative, and other supportive equipment; specialized technology and software; adapted switches/other access devices and environmental controls;

and, student and teacher safety in transferring, lifting, and seating which enhances the student's and teacher's safety, comfort, and function.

- f.** Issues related to physical, neurological, and other health impairments in research; their impact on learning and development; characteristics, definitions, determination, and identification; pre-referral, referral, and placement; laws and policies related to specialized health care in educational settings; teaching and assessing the educational progress of students who have physical, neurological, and other health impairment.
- 2.** The 30 semester or equivalent hours shall be distributed to prioritize preparation and including pre-student teaching field experiences in assessing, teaching and modifying instruction related to students with physical, neurological, and other health impairment.