



*in*Forum

*In Depth Policy Analysis*

Alternative Routes  
to  
Certification for Special Educators

by  
**Eve Müller**

**September 2005**

Prepared for:

Project Forum  
National Association of State Directors of Special Education  
(NASDSE)

1800 Diagonal Road - Suite 320  
Alexandria, VA 22314

Project Forum at National Association of State Directors of Special Education (NASDSE) is a cooperative agreement funded by the Office of Special Education Programs of the U.S. Department of Education. The project carries out a variety of activities that provide information needed for program improvement and promote the utilization of research data and other information for improving outcomes for students with disabilities. The project also provides technical assistance and information on emerging issues and convenes small work groups to gather expert input, obtain feedback and develop conceptual frameworks related to critical topics in special education.

This report was supported by the U.S. Department of Education (Cooperative Agreement No. H326F000001). However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education, and no official endorsement by the Department should be inferred.

*Note: There are no copyright restrictions on this document; however, please credit the source and support of federal funds when copying all or part of this material.*



This document, along with many other Forum publications, can be downloaded from the Project Forum at NASDSE web address:

**<http://www.nasdse.org> > Publications**

To order a hard copy of this document or any other Forum publications, please contact Carla Burgman at NASDSE, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314  
Ph: 703-519-3800 ext. 312 or Email: [carla.burgman@nasdse.org](mailto:carla.burgman@nasdse.org)

This document is available in alternative formats. For details please contact Project Forum staff at 703.519.3800 (voice) or 7008 (TDD)

## **Acknowledgements**

Project Forum gratefully acknowledges Emily Feistritzer of NCEI, Charlene Haar of NCAC and Sunil Misra of the Center on Personnel Studies in Special Education (COPSSE) for reviewing a draft of this document. As Quality Reviewers for this document their efforts have served to enrich the quality and accuracy of the information. Acknowledgement of their review does not necessarily indicate their endorsement of this final document.

**Table of Contents**

**Background ..... 1**

**Common Components of ARCs..... 2**

**Reasons for Authorizing ARCs..... 2**

**Outcomes ..... 2**

**ARCs and Special Education ..... 3**

**Data Collection ..... 4**

**Findings..... 4**

**Number of ARCs for Special Educators..... 4**

**Date ARCs Authorized ..... 5**

**Motivation for Authorization..... 5**

**ARC Currently Used to Prepare Special Educators ..... 6**

**Classification of ARCs ..... 6**

**Application of Special Education Endorsement ..... 8**

**Entity Responsible for Administering ARC ..... 9**

**Concluding Remarks ..... 10**

**Appendix A: Alternative Routes to Certification in Special Education A State-by-State  
    Analysis ..... 12**

**Appendix B: Classification of Alternative Routes to Certification ..... 23**

## Alternative Routes to Certification for Special Educators

Requirements under the No Child Left Behind (NCLB) Act of 2001 and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) for teachers to be highly qualified in specific content areas in which they are teaching has resulted in an increase in the availability of state-approved *alternative routes to certification* (ARCs). ARCs enable individuals to become certified teachers without attending conventional programs at institutions of higher education (IHEs) (Feistritzer, 2005a). The last five years have marked a rapid proliferation in ARCs at the state level for all teachers, including special educators. There has also been enormous growth in the number of individual *alternative certification programs* currently offered within states, usually by local education agencies (LEAs) and/or IHEs, which meet the specifications of state-approved ARCs.

The purpose of this document is to provide a brief review of research pertaining to ARCs and to provide information on ARCs currently available throughout the 50 states for special educators.<sup>1</sup> A state-by-state summary of ARC options for special educators is included in Appendix A. This document was produced by Project Forum at the National Association of State Directors of Special Education (NASDSE) as part of its cooperative agreement with the U.S. Department of Education's Office of Special Education Programs (OSEP).

### Background

According to Feistritzer (2005a), the National Center for Education Information (NCEI) has been polling state education agencies (SEAs) since 1983 regarding the availability of ARCs. In 1983, only eight states reported having ARCs (Feistritzer, 2005a). By 2005, however, 47 states and the District of Columbia reported offering 122 state-approved ARCs and 619 individual alternative certification programs meeting the specifications of these state-approved ARCs (Feistritzer, 2005a). Feistritzer (2005a) estimates that more than 250,000 individuals have been licensed via ARCs since the mid-1980's and that approximately 35,000 now enter teaching each year via ARCs.

Research suggests that ARCs are quite successful at attracting non-traditional candidates to the teaching profession. For example, 70 percent of individuals entering teaching through ARCs are older than 30, 38 percent are male and 30 percent represent ethnic and/or cultural minorities (Feistritzer, 2005a). Nearly 50 percent of these individuals report that they would not have become teachers if ARCs had not been available (Feistritzer, 2005a).

---

<sup>1</sup> It is beyond the scope of this analysis to provide an overview of all the individual *alternative certification programs* offered within each state. For more information on alternative certification programs available within each state, go to [www.teach-now.org](http://www.teach-now.org). Additional information on alternative certification programs for special educators can be found at [www.personnelcenter.org](http://www.personnelcenter.org).

In many states, graduates of ARCs make up a significant percentage of the new hires entering teaching. For example, in Texas, approximately 50 percent of new hires come through ARCs; in New Jersey, 24 percent of new hires come through ARCs; and in California, 18 percent of new hires come through ARCs (Feistritzer, 2005a).

### **Common Components of ARCs**

Several years ago, it was difficult to identify common components of ARCs because there was so much variation. Feistritzer (2005a) notes, however, that in the past five years states are authorizing ARCs that look very similar. According to Feistritzer (2005a), most include the following components:

- Programs are specifically designed to recruit and prepare individuals for the teaching profession who already have at least a bachelor's degree.
- Candidates must pass a rigorous screening process, including interviews and tests.
- Programs frequently emphasize field-based as opposed to classroom learning.
- Programs include coursework or equivalent experiences in education before and during teaching.
- Candidates work closely with mentor teachers.
- Candidates must meet high performance standards for completion of programs.

### **Reasons for Authorizing ARCs**

Major reasons for authorizing ARCs include addressing regional and subject-specific teacher shortages (North Central Regional Educational Laboratory [NCREL], 2002) and recruiting ethnically and culturally diverse teachers to the teaching profession (Legler, 2002; Rosenberg & Sindelar, 2001).

Although the concept of ARCs has both supporters and detractors, Feistritzer (2005a) notes that there is a growing number of state-level politicians and education leaders who have voiced their support for them.

### **Outcomes**

Although outcomes data for alternative certification programs is inconclusive and often contradictory, the following positive findings related to these programs have been identified by Legler (2002) and NCREL (2002):

- Careful screening of applicants can contribute to the quality of candidates.
- Programs can increase the numbers of minority teachers.
- Programs can increase the number of teachers in shortage areas.
- Classroom performance and student outcomes of alternatively certified teachers can be similar to that of traditionally certified teachers.

- Intensive mentoring and support can contribute to the professional development of alternatively certified teachers.

The following negative findings regarding alternative certification programs have also been identified by Legler (2002) and NCREL (2002):

- The retention rate of alternatively certified teachers is no greater than the retention rate for traditionally certified teachers.
- Some alternatively certified teachers are unable to learn content while on the job.
- Some programs have allowed unqualified individuals to assume total responsibility for classrooms.
- Some programs do not provide adequate background in curriculum development, classroom management and pedagogy.

### **ARCs and Special Education**

ARCs are the source of a growing number of certified special education teachers (Rosenberg & Sindelar, 2005). A larger percentage of special education teachers than general education teachers are certified via ARCs (i.e., 7 percent compared to 4.5 percent respectively) (SPeNSE, 2002 as quoted in McLeskey, Tyler & Saunders, 2004). Ten percent of special educators who entered the workforce within the past five years were certified via ARCs and 12 percent of teachers in the classrooms that are often considered the most difficult to staff (e.g., classrooms for students with emotional disturbance) were found to be certified through ARCs (SPeNSE, 2002 as quoted in McLeskey et al., 2004).

As with alternative certification programs for general educators, there is limited data available on alternative certification programs for special educators, and what exists is often contradictory, suggesting significant variability across programs (Rosenberg & Sindelar, 2005). A recent study by Geiger, Crutchfield and Mainzer (2003) selected 10 states for in-depth interviews and found that six of the 10 have ARCs for special educators. In all cases, states reported that while alternative certification programs in these states are based on the same standards as traditional preparation programs, the way these standards are met differs significantly. For example, all states require that teacher preparation programs have field-based components. In traditional programs, coursework usually concludes with a full-time practicum whereas students in alternative certification programs usually meet their course requirements while employed as teachers and coursework in alternative certification programs usually takes place during summer and evening seminars. In all cases, Geiger and colleagues note that alternative certification program graduates are required to pass the same tests that graduates of traditional programs must pass.

Rosenberg and Sindelar (2005) reviewed a series of studies examining particular alternative certification programs for special educators and concluded that programs are most effective when:

- IHEs and LEAs collaborate in developing and administering programs;
- programs are of adequate length, contain appropriately substantive content and offer a variety of learning activities; and
- IHE supervision and building-based mentorship are available.

### Data Collection

Data for this analysis was collected in two phases. First, information for each of the 50 states was downloaded from the National Center for Alternative Certification website ([www.teach-now.org](http://www.teach-now.org)). Data gathered included the official title of each ARC, classification of ARC (See Appendix B for a description of the various classifications), year authorized, motivation for authorization and whether or not ARC is available for special educators. Second, letters were sent to each state describing the information Project Forum staff had collected requesting that states confirm the accuracy of this information and supply any additional or missing information as appropriate. States were also asked to provide additional information, including the application of special education endorsement offered (e.g., all disability areas, specific disability categories, specific grade levels and/or specific levels of severity), whether the ARC is currently being used to prepare special educators and whether the ARC is administered by the SEA, IHEs, LEAs or a combination of entities. As of March 31, 2005, Project Forum staff was able to obtain feedback from 45 states.

### Findings

#### Number of ARCs for Special Educators

Of the 45 states for which Project Forum received information, 35 states offer one or more ARCs for special educators. Although some of these ARCs are designed *specifically* for special educators, most include special education as one of several certification options available. The ten remaining states do not offer any ARCs for special educators, although two are currently in the process of developing ARCs for them.

A total of 71 ARCs are currently available for special educators throughout the nation. Table 1 indicates how many ARCs are available in each of the reporting states.

**Table 1 – Total Number of ARCs for Special Educators Available by State (n = 35)**

	<b>1 ARC</b>	<b>2 ARCs</b>	<b>3 ARCs</b>	<b>4 ARCs</b>	<b>5 ARCs</b>
<b>States</b>	ID, IL, IA, ME, MD, MA, MN, MO, MT, NV, NJ, NM, OK, OR, WA,	CO, HI, IN, MI, MS, NC, OH, WI, WY	AL, FL, NE, TN, VA,	CA, GA, LA,	KY, NY



## Date ARCs Authorized

Thirty-two states provided information on the dates when one or more of their ARCs for special educators were authorized. The vast majority of ARCs for special educators were authorized within the past five years (i.e., 29 were authorized between 2000 and the present). Table 2 shows the range of authorization dates.

**Table 2 – Year ARC Authorized (n = 32)**

	<b>Before 1980</b>	<b>1980-1989</b>	<b>1990-1999</b>	<b>2000-present</b>
<b>States</b>	CA (2), GA, MT, NY (3),	AL, FL, KY, ME, MO, NC, SC, TN, VA, WI	AL (2), CO (2), GA, HI (2), IL, KY (2), LA, MD, MI, NC, OK, OR, TN, VA (2), WY	CA (2), FL (2), GA (2), IN (2), IA, KY (2), LA (3), MA, MS, NE (3), NJ, NM, NY (2), OH (2), TN, WA, WI, WY

## Motivation for Authorization

The National Center for Alternative Certification (NCAC) includes on its website ([www.teachnow.org](http://www.teachnow.org)) information on states' motivation for authorizing specific ARCs. This section provides information on states' motivation for authorizing ARCs for special educators and comes directly from NCAC's site. Twenty-nine states provided information on motivation for authorizing one or more of their ARCs for special educators. Some states provided more than one motivation per ARC. Nineteen report that one or more ARCs for special educators were implemented in order to address teacher shortages or expand the pool of qualified teachers. Fourteen states report that one or more ARCs for special educators were designed to attract non-traditional candidates (e.g., mid-career professionals from outside the field of education, paraprofessionals, college professors or veterans). Twelve states report that one or more ARCs for special educators were intended to create an alternative to traditional programs available at institutions of higher education (IHEs). For example, one state reported that its ARC was intended to provide an on-line teaching program. Eight states listed other motivations including reducing the number of uncertified teachers, providing access to teachers who have been long-absent from classrooms, permitting teachers to work while completing their programs and employing teachers legally certified in other states. Table 3 identifies states' motivations for authorizing ARCs.

**Table 3 – Motivation for Authorization of ARC (n = 29)**

	<b>Address Teacher Shortages or Expand Pool of Qualified Teachers</b>	<b>Attract Non-traditional Candidates</b>	<b>Create Alternative to Traditional IHE Program</b>	<b>Other</b>
<b>States</b>	AL, CA, CO, FL, HI, KY, LA, ME, MD, MI, MO, NE, NJ, NM, NY, OK, SC, WA, WI,	CA, CO, FL, GA, KY, MI, MO, MT, NE, NC, OK, TN, WA, WI,	AL, CA, FL, GA, IL, IN, LA, MA, NJ, TN, VA, WY	FL, MI, NE, NY, NC, OR, VA, WI

**ARC Currently Used to Prepare Special Educators**

States reported that 64 ARCs are currently being used to prepare special educators. An additional three ARCs, although officially permitting endorsement of special educators, are not *currently* being used to prepare special educators.<sup>2</sup> A fourth state reported that one of its ARCs was currently being reviewed for compliance with NCLB and IDEA.

**Classification of ARCs**

NCAC developed a system for classifying ARCs according to type (Feistritzer, 2005b) (See Appendix B for the complete classification system). NCAC uses this classification system on the [www.teachnow.org](http://www.teachnow.org) website to classify all ARCs currently available in states. Information in this section, which provides data on the different types of ARCs available to special educators, comes directly from NCAC’s site. The ARCs are listed from most to least common.<sup>3</sup>

- *Type D* – includes 16 ARCs that require review of academic and professional background and transcript analysis. They involve individualized inservice and course requirements necessary to reach competencies required for certification and an IHE has major responsibility for the program’s design.
- *Type G* – includes 13 ARCs for persons who have few requirements left to fulfill before becoming certified through a conventional approved teacher preparation program (e.g., teachers certified in one state moving to another; persons certified in one endorsement seeking to become certified in another).

<sup>2</sup> Numbers do not sum to 71 because not all states provided information on whether ARC was currently being used to prepare special educators.

<sup>3</sup> Numbers do not sum to 71 because not all states provided information on whether ARC was currently being used to prepare special educators.

- *Type B* – includes nine ARCs specifically designed to bring talented individuals who already have at least a bachelor’s degree into teaching. These routes involve mentoring and formal instruction. However, states restrict these ARCs to areas of teacher shortages, secondary grade levels and/or subject areas.
- *Type E* – includes nine ARCs that require participation in post-baccalaureate programs based at an IHE.
- *Type A* – includes seven ARCs that are intended to attract talented individuals who already have at least a bachelor’s degree in a field other than education into elementary and secondary teaching. They are not restricted to shortages, secondary grade levels or subject matters and involve teaching with a trained mentor and formal instruction that deals with the theory and practice of teaching.
- *Type K* – includes four ARCs designed to accommodate specific populations for teaching (e.g., Teach for America, Troops to Teachers and college professors who want to teach in K-12 schools).
- *Type H* – includes three ARCs designed to enable persons with “special” qualifications, such as a well-known author or Nobel prize winner, to teach certain subjects.
- *Type C* – includes one ARC, which entails review of academic and professional background and transcript analysis. It involves individualized inservice and course requirements necessary to reach competencies required for certification and the SEA and/or LEA has major responsibility for the program’s design.
- *Type F* – includes one ARC, which is basically an emergency route. A prospective teacher is issued some type of emergency certificate or waiver that allows the individual to teach, usually without any on-site support or supervision, while taking traditional teacher education courses required for full certification.
- *Type J* – includes one ARC designed to eliminate emergency routes. It prepares individuals who do not meet basic requirements to become qualified to enter an ARC or a traditional route for teacher licensing.

Table 4 shows which states offer which types of ARC.

**Table 4 – NCAC Classification of ARCs (n = 32)**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>J</b>	<b>K</b>
<b>States</b>	CA, GA, LA, MD, MA, NM, NY	AL (2), CO, MN, MS (2), SC, WA, WI	FL	CA, GA, IL, IA, KY, LA, MO, NJ, OH (2), OK, TN (2), VA, WI, WY	AL, GA, HI, LA (2), MI, NY, NC (2)	OR	FL, GA, HI, ME, MI, MT, NE (3), NY, TN, VA (2)	CA, KY, WY	FL	KY (3), NY

**Application of Special Education Endorsement**

In examining data from states on the type of special education endorsements offered, feedback from states indicated extreme variation in the way applications were categorized. While some ARCs are limited to a single endorsement (e.g., a generalist endorsement or endorsement for a single level of severity such as mild/moderate), other ARCs permit endorsement for a variety of specific disability categories, age or grade levels and/or levels of severity (e.g., one ARC permits endorsement in mild mental disability, learning disability and/or emotional disability, as well as specific developmental levels including early childhood, middle childhood, early adolescence and/or adolescence/young adult).

Thirty-two ARCs provide endorsements in all disability areas and another 13 provide “generalist” special education endorsements (e.g., interrelated special education, learning behavior specialist and teacher of students with disabilities). Eighteen ARCs offer endorsements for specific levels of severity (e.g., mild/moderate, severe/profound). Fifteen ARCs offer endorsements for specific age ranges or grade levels (e.g., early childhood, elementary/middle, secondary/adult). Ten ARCs offer endorsements for specific disability categories (e.g., blindness and visual impairment, deafness and hearing impairment, emotional disturbance, mental retardation, multiple disabilities, specific learning disability, speech or language impairment).

**Table 6 – Applications of Special Education Endorsement Available Via ARCs (n=34)**

	<b>All Disability Areas of Endorse</b>	<b>Generalist</b>	<b>Specific Disability Categories</b>	<b>Specific Levels of Severity</b>	<b>Specific Age Group or Grade Levels</b>
<b>States</b>	CA (4), FL (2), ID, IA, KY (5), MI (2), MN, MO, MT, NE (3), NY (5), NC (2), TN, VA (3), WA	AL, CO (2), GA (4), IL, NV, NJ, NM, WY (2)	AL (2), FL, IN, LA (2), NJ, OH (2), SC	FL, HI (2), IN, LA (4), ME, MA, MS (2), MO, OH (2), OK, WI (2)	AL, FL, IN, LA (4), MD, MS (2), MO, NV, NM, OH (2)

**Entity Responsible for Administering ARC**

Eighteen ARCs are administered by state education agencies (SEAs); 11 ARCs are administered by one or more IHEs and three ARCs are administered by LEAs. Most commonly, however, ARCs are administered via a combination of SEA, LEAs, IHEs and/or other entities (i.e., a total of 32 ARCs).<sup>4</sup> For example, one ARC is administered collaboratively by LEAs and IHEs with approved teacher preparation programs; another ARC is administered by the state's professional standards board and operated collaboratively by the SEA and IHEs; and in the case of a third ARC, the SEA provides general oversight and the IHE and LEA jointly administer individual programs.

**Table 7 – Entity Responsible for Administering ARC (n=34)**

	<b>SEA</b>	<b>LEA</b>	<b>IHE</b>	<b>Combination</b>
<b>States</b>	FL, KY (4), ME, MA, MN, NE (3), NY, OH (2), SC, VA (3),	CA, CO (2),	GA (2), HI, IA, LA (3), MS, MO, MT, NM,	AL (3), CA (2), FL (2), GA (2), HI, ID, IL, IN (2), KY, LA, MD, MI, NV, NJ, NY (3), NC (2), TN (3), WA, WI (2), WY

<sup>4</sup> Numbers do not sum to 71 because not all states provided information on the entity/entities responsible for administering ARCs.

## Concluding Remarks

The number of ARCs for special educators is rapidly growing throughout the nation, as are the numbers of special educators being trained via these alternative routes. At least 35 states now offer one or more ARCs for special educators, with more on the way. Furthermore, almost all ARCs for special educators are actively being used by teacher candidates pursuing special education endorsement. It is clear that most of this growth has taken place within the past five years.

Characteristics of ARCs for special educators vary considerably. Although more than 50 percent of ARCs cover all disability areas of endorsement or provide a generalist endorsement, other ARCs only permit endorsement for *specific* disability categories, levels of severity and/or age groups or grade levels. Furthermore, although almost 50 percent of ARCs are administered by a *combination* of the SEA, LEAs, IHEs and/or other entities, other ARCs are administered by a single entity.

Although Project Forum's study provides needed information on the quantity and nature of ARCs available to special educators, a significant knowledge gap remains in terms of retention rates for special educators prepared via ARCs, quality of these teachers, and academic outcomes for students with disabilities receiving instruction from these teachers, and will only be addressed via in-depth research on ARCs for special educators.

## References

- Feistritzer, C.E. (2005a). *Alternative teacher certification: An overview*. National Center for Education Information. Retrieved May 17, 2005 from <http://www.ncei.com/Alt-Teacher-Cert.htm>
- Feistritzer, C.E. (2005b). *A state-by-state analysis: 2005*. National Center for Education Information. Retrieved May 30, 2005 from <http://www.teach-now.org>
- Geiger, W., Crutchfield, M., & Mainzer, R. (2003). *The status of licensure of special education teachers in the 21<sup>st</sup> century*. Center on Personnel Studies in Special Education (COPSSE), University of Florida. Retrieved May 30, 2005 from <http://www.coe.ufl.edu/copsse/pubfiles/RS-7E.pdf>
- Legler, R. (2002). *Alternative certification: A review of research and theory*. North Central Regional Educational Laboratory. Retrieved May 17, 2005 from <http://www.ncrel.org/policy/pubs/html/altcert/index.html>
- McCleskey, J., Tyler, N., & Flippin, S. (2004). The supply and demand for special education teachers: A review of research regarding the chronic shortage of special education teachers. *Journal of Special Education*, 38(1), 5-21. Retrieved December 9, 2004 from [http://www.findarticles.com/p/articles/mi\\_moHDF/is-i-38/ai-n6143353/pg-7](http://www.findarticles.com/p/articles/mi_moHDF/is-i-38/ai-n6143353/pg-7)
- North Central Regional Educational Laboratory (2002). The impact of alternative certification in the Midwest. Retrieved May 17, 2005 from <http://www.ncrel.org/policy/pubs/html/pivol12/nov2002d.htm>
- Rosenberg, M., & Sindelar, P. (2005). The proliferation of alternative routes to certification in special education: A critical review of the literature. *Journal of Special Education*, 39(2), 117-127.

**Appendix A –  
Alternative Routes to Certification in Special Education  
A State-by-State Analysis (N=50)**

<b>State</b>	<b>Alternative Route to Special Education Certification</b>	<b>Year ARC Authorized &amp; Motivation for Authorization</b>	<b>Application of Endorsement</b>	<b>Route Currently Being Used to Prepare Special Educators</b>	<b>Entity Responsible for Administering ARC</b>
AL	<i>Alternative Baccalaureate-Level Approach (B) –</i>	1993 (special education added) – to increase pool of applicants from which LEA can fill vacancies	Emotional conflict, gifted, hearing impaired, mentally retarded, multiple disabilities, S/L impaired, SLD, visually impaired	Yes	LEAs/SEA
	<i>Preliminary Certificate Approach (B) –</i>	1997 - to increase pool of applicants from which LEA can fill vacancies	Being reviewed based on NCLB and IDEA	Being reviewed based on NCLB & IDEA	LEAs/SEA
	<i>Alternative Fifth-Year Program (E)</i>	1986 – to create quality-controlled ARC	Collaborative teacher (all categories except ECSD, gifted, and sensory impairments), ECSE, S/L impaired	Yes	IHEs/LEAs/SEA
AK	<i>N/A – No ARCs currently available for special educators</i>				
AZ	<i>N/A – No ARCs currently available for special educators, but establishing a taskforce to develop criteria for SPED Alt Cert with the hope that it will become board rule by June 2006.</i>				
AR	<i>N/A – No ARCs currently available for special educators</i>				
CA	<i>District Intern Certificate (A) –</i>	2002 (special education added) – to meet demand for certified teachers	2002 – Mild/Moderate; 2004 – expanded to all disabilities	Yes	LEA



State	Alternative Route to Special Education Certification	Year ARC Authorized & Motivation for Authorization	Application of Endorsement	Route Currently Being Used to Prepare Special Educators	Entity Responsible for Administering ARC
	<i>University Intern Credential (D)</i>	1967 – in practice used to target subject area shortages, though not required by law	All disabilities	Yes	IHE & LEA (must be collaborative program)
	<i>Eminence Credential (H)</i>	1950s – to enable LEA to employ individuals from other professions who possess unique abilities	All disabilities	None at this time	
	<i>Individualized Intern Certificate (H)</i>	2003 – for teachers of record who are not enrolled in existing district or university internship program; option for teachers who have demonstrated subject matter competence, but have portions of pedagogical prep and supervised fieldwork to complete	All disabilities	Yes	IHEs (w approved teacher prep programs)/LEA partnership
CO	<i>Teacher in Residence (B)</i>	1999 – to address teacher shortages and LEA inability to find qualified and fully licensed individuals to fill positions, policy recognizes persons with experience in other areas	Generalist	Yes	LEA
	<i>Alternative Teacher Program</i>	1991 – intended to draw talented individuals into public education who are liberal arts graduates, non-public school teachers, college professors or individuals seeking career changes	Generalist	Yes	LEA

State	Alternative Route to Special Education Certification	Year ARC Authorized & Motivation for Authorization	Application of Endorsement	Route Currently Being Used to Prepare Special Educators	Entity Responsible for Administering ARC
CT	N/A – No ARCs currently available for special educators, although ARC currently being considered in Comprehensive Special Education for teachers who are currently certified in elementary education K-6 and would like to expand to SPED K-12.				
DE	N/A – No ARCs currently available for special educators				
FL	<i>Alternative Certification Program (C)</i>	2002 – competency based ARC so that individuals need not enroll in IHE to qualify for certification	All areas	Yes	SEA – tests/LEA- professional
	<i>Temporary Certificate (includes Alternate Route) (J)</i>	1988 – to address teacher shortages and provide mechanism for persons not teacher-trained	All areas	Yes	SEA
	<i>“Add-on Programs” (G)</i>	2002 – to establish eligibility for coverages that do not require MA level training	Endorsements in autism, Pre-K, severe/profound, orientation/mobility, reading	Yes	SEA/LEA
GA	<i>Non-renewable Certification (G)</i>	2004	Interrelated special education	Yes	IHE, LEA, Regional Education Services Agency (RESA)
	<i>Georgia Teacher Alternative Preparation Program (TAPP) (A)</i>	2001 – to provide non-traditional option for post-BA candidates to acquire critical knowledge/skills to enter classroom	Interrelated special education	Yes	IHE, RESA, LEA
	<i>Post-Baccalaureate Non-Degree Preparation Program (D)</i>	1950 – to attract talented individuals with non-education degrees into teaching profession	Interrelated special education	Yes	IHE

State	Alternative Route to Special Education Certification	Year ARC Authorized & Motivation for Authorization	Application of Endorsement	Route Currently Being Used to Prepare Special Educators	Entity Responsible for Administering ARC
	<i>Master's Degree Level Initial Preparation (E)</i>	1993 – To offer non-education BA degree holders to earn MA in education while at same time completing state certification requirements	Interrelated special education	Yes	IHE
HI	<i>Alternative Program for Shortage Areas (E)</i>	1996 –to reduce shortage of teachers in select fields or geographic areas that are difficult to fill	Special education mild/moderate	Yes	IHE
	<i>Respecialization in Special Education (RISE) Program (G)</i>	1990 – to respond to shortage of licensed SPED teachers	Special education mild/moderate	Yes	SEA for teachers licensed in other fields; SEA/IHE for non-teacher trained individuals
ID	<i>Letter of Authorization</i>		All disability areas	Yes	SEA, IHE & LEA
IL	<i>Alternative Teacher Certification (D)</i>	1999 – to provide ARC for certifying teachers	Learning behavior specialist - cross-categorical covering all disability areas K-12 except blind/visually impaired, deaf/hard of hearing, speech-language and early childhood SPED	Yes	SEA approves program; IHE administers
IN	<i>Transition to Teaching</i>	2002 – designed to train special educators in area of mild interventions	Mild interventions that allow teachers to instruct students who are identified as having a mild mental disability, learning disability and/or an emotional disability. Each IHE selects two developmental levels to address and the four options are: early childhood, middle childhood, early adolescence and adolescence/young adult	Yes	Administered by Indiana Professional Standards Board and operated collaboratively by SEA and respective IHEs.

State	Alternative Route to Special Education Certification	Year ARC Authorized & Motivation for Authorization	Application of Endorsement	Route Currently Being Used to Prepare Special Educators	Entity Responsible for Administering ARC
	<i>Teacher of the Visually Impaired</i>	2003 – designed for teachers who already have a degree in special education who wish to work with students who are blind or visually impaired	Blind or visually impaired, Pre-K through 12	Yes	Collaboratively administered by SEA, IHEs, and Project Vision
IA	<i>Teacher Intern License (D)</i>	2002	All disabilities	Yes – first program began March 2005	IHE
KS	N/A – No ARCs currently available for special educators				
KY	<i>University-based Alternative Teacher Certification (D)</i>	2000 – to relieve teacher shortages and provide mechanism for recruitment of mid-career professionals	All disabilities	Yes	SEA
	<i>Alternative Route – Adjunct Instructor Certification Option (H)</i>	1984 – to allow entry into p/t K-12 teaching for persons with training in specialty areas	All disabilities	Yes	SEA
	<i>Alternative Route – Exceptional Work Experience Certification Option (K)</i>	1998 – to bring into secondary classrooms individuals with exceptional work experience in fields where they will teach	All disabilities	Yes	LEA with candidate approval by SEA
	<i>Alternative Route – College Faculty Certification Option (K)</i>	1996 – to allow into secondary classrooms persons with experience teaching in IHEs	All disabilities	Yes	SEA
	<i>Veterans of the Armed Forces (K)</i>	2000 – to relieve overall teacher shortages; improve quality of education by attracting mature, experienced individuals to classroom	All disabilities	Yes	SEA
LA	<i>Alternative Teacher Certification Program – Practitioner Teacher Program (A)</i>	2002 – fast-track option for certifying teachers	Mild/Moderate, grades 1-12	Yes	IHE, LEA (1), The New Teacher Project, Teach Louisiana Consortium

State	Alternative Route to Special Education Certification	Year ARC Authorized & Motivation for Authorization	Application of Endorsement	Route Currently Being Used to Prepare Special Educators	Entity Responsible for Administering ARC
	<i>Non-Master's/Certification-Only Program (D)</i>	2003 – Blue Ribbon Commission Initiative for alternative certification	Mild/Moderate, grades 1-12	Yes	IHE
	<i>Master's Degree Program (E)</i>	2002 – Blue Ribbon Commission Initiative for alternative certification	Mild/Moderate, grades 1-12 and visually impaired	Yes	IHE
	<i>Alternative Post-Baccalaureate Certification Program – Special Education (E)</i>	1990 – response to teacher shortages	Mild/Moderate, grades 1-12; visually impaired; early interventionist; and significant disabilities	Yes	IHE
ME	<i>Transcript Analysis (G)</i>	(1988) – response to teacher shortages, since only 20 percent of newly hired teachers come through approved state teacher education programs	Teacher of students with disabilities mild/moderate	Yes	SEA
MD	<i>Resident Teacher Certificate (A)</i>	1991 – to increase pool of highly qualified educators, special education certification can be attained as part of a pilot program	Dual certification in either (1) special education secondary/adult and a secondary content area, or (2) special education elementary/middle and elementary education	Yes	SEA provides general oversight. IHE & LEA jointly administer individual programs.
MA	<i>Preliminary License (A)</i>	2001 – to provide easy route for candidates to become teachers	Moderate and severe	Yes	SEA
MI	<i>Michigan's Alternative Routes to Teacher Certification (MARTC) (E)</i>	1993 – to address local/regional teacher shortages in specific grade levels, subject, or geographic settings and to expand pool of minority candidates	Any categorical endorsement available as determined by district administration and teacher association	No	N/A

State	Alternative Route to Special Education Certification	Year ARC Authorized & Motivation for Authorization	Application of Endorsement	Route Currently Being Used to Prepare Special Educators	Entity Responsible for Administering ARC
	<i>Limited License to Instruct (General Model) (G)</i>	No date available – to reduce number of uncertified teachers and recruit individuals with significant academic or occupational experience into teaching	Any categorical endorsement available as determined by LEA critical shortage	Yes	Collaborative among SEA, LEA, IHE
MN	<i>Licensure Via Portfolio (B)</i>		All special education fields		SEA
MS	<i>Teach Mississippi Program (B)</i>	2002	Special education (grades 7-12 only), mild/moderate	Yes	IHE
	<i>Mississippi Alternative Path to Quality Teachers (B)</i>		Special education (grades 7-12 only), mild/moderate	Yes	MS Community College Foundation
MO	<i>Alternative Certification Program (D)</i>	1989 – to serve nontraditional students seeking certification in certain areas of critical need	Mild/moderate, cross categorical K-12	Yes	IHE
MT	<i>Class 5 Alternative Teaching Certificate redefined as Alternate Route (G)</i>	1975 – to provide additional avenue for certification for the non-traditional applicant	All disabilities	Yes	IHEs
NE	<i>Transitional Route to Regular Teacher Certification (G)</i>	2003 – to alleviate shortage in some teaching areas and to facilitate mid-life career changers	All disability areas	Yes	Approved by SEA
	<i>Provisional Commitment Teaching Certificate (G)</i>	2003	All disability areas	Yes	Approved by SEA
	<i>Provisional Re-Entry Teaching Certificate (G)</i>	2000 – to provide teachers who have been long-absent from classroom access to today's classrooms	All disability areas	Yes	Approved by SEA
NV	<i>Alternative Route to Licensure</i>		Special education license with generalist endorsement K-12 (also called consultative/ collaborative or resource room)	Yes	LEA and IHE collaboration

State	Alternative Route to Special Education Certification	Year ARC Authorized & Motivation for Authorization	Application of Endorsement	Route Currently Being Used to Prepare Special Educators	Entity Responsible for Administering ARC
NH	No information available from state				
NJ	<i>College-based Alternative Route to Teaching in New Jersey (D)</i>	2003 – to recruit greater numbers of teaching candidates and to provide increased opportunity	Teacher of students with disabilities; teacher of the blind or visually impaired; teacher of the deaf or hard of hearing for oral/aural communication; and teacher of the deaf or hard of hearing for sign language communication	Yes	Administered by SEA in conjunction with IHEs and LEAs
NM	<i>Alternative Licensure (A)</i>	2000 – to expand the pool of qualified teachers	General K-12 special education	Yes	IHEs
NY	<i>Alternative Teacher Certification - Transitional B (A)</i>	2000	Special education at all developmental and grade levels	Yes	Authorized by SEA, administered by IHEs in partnership with LEAs
	<i>Internship Certificate (E)</i>	1970's – to enable persons to provide professional services during and as part of their study for any graduate program leading to teacher certification	Special education at all developmental and grade levels	Yes	IHE & SEA (Office of Teaching Initiatives)
	<i>Visiting Lecturer (K)</i>	1960's – to supplement local school district's regular program of instruction	Special education at all developmental and grade levels	Yes	LEA & SEA (Office of Teaching Initiatives)
	<i>Individual Evaluation (Transcript Evaluation) (G)</i>	1940's – to address teacher shortage	Special education at all developmental and grade levels	Yes	SEA (Office of Teaching Initiatives)
	<i>Supplementary Certificate</i>	2005 - Permits teacher certified in one area to provide instruction in another where there is a shortage while completing balance of coursework to qualify for new certification	Special education at all developmental and grade levels	Yes	

State	Alternative Route to Special Education Certification	Year ARC Authorized & Motivation for Authorization	Application of Endorsement	Route Currently Being Used to Prepare Special Educators	Entity Responsible for Administering ARC
NC	<i>Lateral Entry Provisional License (E)</i>	1985 – to encourage lateral entry into profession of teaching by skilled professionals from private sector	All disability areas		SEA, IHE & LEA
	<i>Alternative Entry Licensure (E)</i>	1998 – to provide alternative method for local boards to hire lateral entry teachers and employ teachers legally certified in other states	All disability areas		LEA & SEA
ND	<i>N/A – No ARCs currently available for special educators</i>				
OH	<i>Alternative Educator License (D)</i>	2000	Intervention Specialist (SPED) license is valid for teaching grades K-12 in the areas of (1) mild/moderate, (2) moderate/intensive, (3) visually impaired and (4) hearing impaired	Yes	SEA
	<i>Conditional Teaching Permit for Intervention Specialist (K-12) (D)</i>	2001	Intervention Specialist (SPED) license is valid for teaching grades K-12 in the areas of (1) mild/moderate, (2) moderate/intensive, (3) visually impaired and (4) hearing impaired	Yes	SEA
OK	<i>Alternative Placement Program (D)</i>	1991 – to meet teacher shortages and expand areas in which degreed, but non-certified individuals possessing exceptional expertise can become certified	Mild/moderate, severe/profound	Yes	SEA



State	Alternative Route to Special Education Certification	Year ARC Authorized & Motivation for Authorization	Application of Endorsement	Route Currently Being Used to Prepare Special Educators	Entity Responsible for Administering ARC
OR	Restricted Transitional License (F)	1999 – permitting a teacher to work as a special education teacher for up to 3 years while completing an approved special education program at an accredited IHE		Yes	
PA	N/A – No ARCs currently available for special educators				
RI	N/A – No ARCs currently available for special educators				
SC	<i>Program of Alternative Certification for Educators</i> (B)	1984 – to address teacher shortages	Categorical certification in emotional disabilities	Yes	SEA
SD	N/A – No ARCs currently available for special educators				
TN	<i>Alternative License Type A</i> (G)	1984	All disability areas of endorsement	Yes	SEA, IHE & LEA
	<i>Alternative License Type C</i> (D)	1990 – to attract mature persons with a variety of work experiences to teaching profession	All disability areas of endorsement	Yes	SEA, IHE & LEA
	<i>Alternative License Type E</i> (D)	2000 – to attract qualified individuals to teaching by offering more flexible licensure route	All disability areas of endorsement	Yes	SEA, IHE & LEA
TX	No information available from state				
UT	No information available from state				
VT	No information available from state				
VA	<i>Alternate Route to Licensure</i> (D)	1998 – to make ARC available	All disability areas of endorsement	Yes	SEA

State	Alternative Route to Special Education Certification	Year ARC Authorized & Motivation for Authorization	Application of Endorsement	Route Currently Being Used to Prepare Special Educators	Entity Responsible for Administering ARC
	<i>Special Education Conditional License (G)</i>	1998 – to make ARC available	All disability areas of endorsement	Yes	SEA
	<i>Provisional License (G)</i>	1982 – for individual who has not yet met all teacher certification requirements	All disability areas of endorsement	Yes	SEA
WA	<i>Alternative Routes Under Partnership Grants Program (B)</i>	2001 – to recruit candidates in subject-matter shortage areas and areas with shortages due to geographic location as well as to recruit teachers employed as classified instructional staff	Pre-K through 12 special education	Yes	IHEs in partnership with LEAs
WV	No information available from state				
WI	<i>Alternative Programs Leading to Initial Educator Licensing (B)</i>	2004 – to address shortages and provide accelerated programs to non-traditional students	Cross-categorical middle childhood/early adolescence or early adolescence/adolescence	Yes	Approved by SEA, operated by LEA
	<i>Experimental and Innovative Teacher Education Programs (D)</i>	1987 – to provide IHEs with approved teacher ed programs opportunities to apply for approval of pilot programs	Cross-categorical middle childhood/early adolescence or early adolescence/adolescence	Yes	Approved by SEA, operated by IHE
WY	<i>Northern Plains Transition to Teaching (D)</i>	2002 – to provide an online program for individuals with bachelors degrees who wish to become teachers	Generalist	Yes	LEA/IHE
	<i>Certification (H)</i>	1996	Generalist	No	

## Appendix B - Classification of Alternative Routes to Certification

The National Center for Alternative Certification has developed the following classification system for categorizing the various types of ARCs currently in existence (Feistritz, 2005b):

*Class A:* This category is reserved for those programs that meet the following criteria: (1) the alternative teacher certification route has been designed for the explicit purpose of attracting talented individuals who already have at least a bachelor's degree in a field other than education into elementary and secondary school teaching; (2) the alternate route is not restricted to shortages, secondary grade levels or subject areas; and (3) these alternative teacher certification routes involve teaching with a trained mentor, and formal instruction that deals with the theory and practice of teaching during the school year – and sometimes in the summer before and/or after.

*Class B:* Teacher certification routes that have been designed specifically to bring talented individuals who already have at least a bachelor's degree into teaching. These routes involve specially designed mentoring and formal instruction. However, these states either restrict the program to shortages and/or secondary grade levels and/or subject areas.

*Class C:* These routes entail review of academic and professional background and transcript analysis. They involve individually designed inservice and course-taking necessary to reach competencies required for certification, if applicable. The state and/or local school district have major responsibility for program design.

*Class D:* These routes entail review of academic and professional background, and transcript analysis. They involve individually designed inservice and course-taking necessary to reach competencies required for certification, if applicable. An institution of higher education has major responsibility for program design.

*Class E:* These post-baccalaureate programs are based at an institution of higher education.

*Class F:* These programs are basically emergency routes. The prospective teacher is issued some type of emergency certificate or waiver that allows the individual to teach, usually without any on-site support or supervision, while taking the traditional teacher education courses requisite for full certification.

*Class G:* Programs in this class are for persons who have few requirements left to fulfill before becoming certified through the traditional approved college teacher education program route, e.g., persons certified in one state moving to

another; persons certified in one endorsement seeking to become certified in another.

*Class H:* This class includes those routes that enable a person who has some 'special' qualifications such as a well-known author or Nobel prize winner, to teach certain subjects.

*Class I:* These states reported that they were not implementing alternatives to the approved college teacher education program route for licensing teachers.

*Class J:* These programs are designed to eliminate emergency routes. They prepare individuals who do not meet basic requirements to become qualified to enter an alternate route or a traditional route for teacher licensing.

*Class K:* These avenues to certification accommodate specific populations for teaching, e.g. Teach for America, Troops to Teachers and college professors who want to teach in K-12 schools.