Administrator's Assignment Manual – Updates and Revisions

The following pages contain updates to charts and other information pertinent to authorizations and appropriate assignments as additions to the Administrator's Assignment Manual.

Science Credentials

- Science Credentials and Authorizations
- Authorizations to Teach Integrated Science Grades 6-8

English Learners

- Appropriate English Learner Authorizations for Certificated Assignment Monitoring and Data Collection

Special Education

- Special Education Authorizations Chart
- Federal Disability Definitions
- FAQ -- Special Education Teaching and Services Credentials

Updated May 26, 2014

Science Credentials and Authorizations

*Note: An '**X**' indicates the area of assignment authorized; specific grade level restrictions appear in some of the boxes; otherwise see document in each section for grade level limitation such as General and Standard Credentials and supplementary and subject matter authorizations*

Type of Credential	Biological Science	Chemistry	Physics	Earth/ Geosciences	Integrated Science	Intro/General Science	Intro Life Science	Intro Physical Science
Single Subject Teaching Credentials (service in grades preschool, K - 12, and adults)								
Science: Biological Science	**X**				**K-12**	**X**	**X**	**X**
Science: Chemistry		**X**			**K-12**	**X**	**X**	**X**
Science: Physics			**X**		**K-12**	**X**	**X**	**X**
Science: Geoscience				**X**	**K-12**	**X**	**X**	**X**
Foundational-Level General Science					**K-8**	**X**	**X**	**X**
Biological Science (Specialized)	**X**							
Chemistry (Specialized)		**X**						
Physics (Specialized)			**X**					
Geoscience (Specialized)				**X**				
Life Science	**X**				**7-9**	**X**	**X**	
Physical Science		**X**	**X**	**X**	**7-9**	**X**		**X**
Standard Elementary Teaching Credentials (service in grades K- 8)								
MAJOR in biological science area	**X**				**7-8**	**X**	**X**	
MAJOR in physical science area		*	*	*	**7-8**	**X**		**X**
MINOR in biological science area	**X**						**X**	
MINOR in physical science area		*	*	*				**K-8**
Standard Secondary Teaching Credentials (service in grades 7 - 12)								
MAJOR in biological science area	**X**				**7-9**	**X**	**X**	
MAJOR in physical science area		*	*	*	**7-9**	**X**		**X**
MINOR in biological science area	**X**						**X**	
MINOR in physical science area		*	*	*				**7-8**

* Service is restricted to the specific subject area of the major, minor, or supplementary/subject matter authorization listed on the credential

Type of Credential	Biological Science	Chemistry	Physics	Earth/ Geoscience	Integrated Science	Intro/General Science	Intro Life Science	Intro Physical Science
General Teaching Credentials								
Elementary (gr K-8)	**X**	**X**	**X**	**X**	**7-8**	**X**	**X**	**X**
Junior High (gr 7-9)	**X**	**X**	**X**	**X**	**7-9**	**X**	**X**	**X**
Secondary (gr 7-12)	**X**	**X**	**X**	**X**	**7-12**	**X**	**X**	**X**

Credential Major, Minor, and Supplementary/Subject Matter Authorization Combinations

Type of Credential	Biological Science	Chemistry	Physics	Earth / Geoscience	Integrated Science	Intro/General Science	Intro Life Science	Intro Physical Science
Single Subject - life science; supplementary/ subject matter authorization in specific physical or earth/ geoscience	**X**	*	*	*	**7-12**	**X**	**X**	**7-8**
Single Subject - physical science; supplementary/ subject matter authorization in specific life science	**X**	**X**	**X**	**X**	**7-12**	**X**	**X**	**X**
Standard Secondary - major in biological science; supplementary/ subject matter authorization or minor in specific physical science	**X**	*	*	*	**7-12**	**X**	**X**	**7-8**
Standard Secondary - major in physical science; supplementary/ subject matter authorization or minor in specific life science	**X**	*	*	*	**7-12**	**X**	**X**	**X**
Standard Secondary - major in geoscience or earth science; supplementary/subject matter authorization or minor in specific life science	**X**			**X**	**7-12**	**X**	**X**	**X**

* Service is restricted to the specific subject area of the major, minor, or supplementary/subject matter authorization listed on the credential

Type of Credential	Biological Science	Chemistry	Physics	Earth/ Geosciences	Integrated Science	Intro/General Science	Intro Life Science	Intro Physical Science
Introductory Subject Matter Authorizations ***added to Single Subject, Multiple Subject Standard Elementary or Standard Secondary Teaching Credential, or Special Secondary (in academic subjects only) Teaching Credentials (authorize the holder to teach only the subject matter content typically included for that subject in curriculum guidelines and textbooks for study in grades 9 and below to students in preschool, kindergarten, grades 1–12, or in classes organized primarily for adults)***								
Intro Science	**X**	◆	◆	**X**	**7-9**	**X**	**X**	**X**
Specific Subject Matter Authorizations ***added to Single Subject, Standard Secondary, Multiple Subject Standard Elementary or Standard Secondary Teaching Credential or Special Secondary (in academic subjects only) Teaching Credentials (service in grades K - 12)***								
Biological Science	**X**						**X**	
Chemistry		**X**						
Geosciences				**X**				
Physics			**X**					
Plant Science ■								
Introductory Supplementary Authorizations ***added to Single Subject or Standard Secondary Teaching Credential, or Special Secondary (in academic subjects only) Teaching Credentials (authorize the holder to teach only the subject matter content typically included for that subject in curriculum guidelines and textbooks for study in grades 9 and below to students in preschool, kindergarten, grades 1–12, or in classes organized primarily for adults)***								
Intro Science	**X**	◆	◆	**X**	**7-9**	**X**	**X**	**X**
Intro General Science					**7-9**	**X**	**X**	**X**
Intro Life Science	**X**						**X**	
Intro Physical Science		◆	◆	**X**				**X**
Specific Supplementary Authorizations ***added to Single Subject or Standard Secondary Teaching Credential, or Special Secondary (in academic subjects only) Teaching Credentials (authorize service in grades preschool, K – 12, and adults)***								
Biology	**X**						**X**	
Chemistry		**X**						
Earth Science				**X**				
Physics			**X**					
Biological Science	**X**						**X**	
Geosciences				**X**				
Animal Science ■								
Plant Science ■								
Supplementary Authorizations ***added to Multiple Subject or Standard Elementary Teaching Credentials (services in grades 9 and below)***								
Science	**X**	◆	◆	**X**	**7-9**	**X**	**X**	**X**
General Science					**7-9**	**X**	**X**	**X**
Life Science	**X**						**X**	
Physical Science		◆	◆	**X**				**X**
"Basic" Specific Supplementary Authorizations ***added to Single Subject or Standard Secondary Teaching Credential, or Special Secondary (in academic subjects only) Teaching Credentials (service in grades preschool, K – 12, and adults) in English, Math and Foreign Language (no longer available)***								
General Science ●					**7-12**	**X**	**X**	**X**

■ Supplementary authorizations in Animal Science and supplementary/subject matter authorizations in Plant Science authorize teaching the specific subject only

◆ The holder is authorized to teach this subject area; however, the subject area is not commonly taught in grades 9 and below

● "(Basic)" supplementary authorizations were issued under regulations in effect prior to 6-30-83; these are broad subject areas, but the term "(Basic)" should alert the employing agency that the holder may not have had extensive course work in the area and may not be the best choice to teach an advanced course in the subject

Authorizations to Teach Integrated Science in Grades 6 - 8

Type of Credential	Content Area of Credential *
RYAN	***Single Subject with a Major*** *in:* • Life Science • Physical Science • Science: Biological Sciences • Foundational-Level General Science • Science: Chemistry • Science: Geosciences • Science: Physics
	Supplementary or Subject Matter Authorization(s) *in:* • General Science *(added to elementary credentials)* • General Science *(added to secondary credentials-R1A authorization code)* • Introductory General Science *(added to secondary credentials)* • Introductory Life and Physical Science *(added to secondary credentials)* • Introductory Science *(added to secondary credentials)* • Life Science and Physical Science *(added to elementary credentials)* • Science *(added to elementary credentials)*
STANDARD	***Standard Secondary*** *(grades 7 - 8 only)* ***or Elementary with a Major*** *in:* • Astronomy • Biological Science • Biological Science & Mathematics *(added to elementary only)* • Chemistry • Geology • Physical Science *(added to elementary only)* • Physical Science & Mathematics *(added to elementary only)* • Physics
	Standard Secondary *(grades 7 - 8 only)* ***or Elementary with a Minor*** *in Biological Science or Biological Science & Mathematics: Biological Science* ***AND*** *a Minor or a Supplementary Authorization in one of the following:* • Astronomy • Chemistry • Geology • Physical Science • Physical Science: Chemistry, Geology, or Physics • Physics
	Standard Secondary *(grades 7 - 8 only)* ***or Elementary with a Minor*** *in Astronomy, Chemistry, Geology, or Physics* ***AND*** *a Minor or a Supplementary Authorization in one of the following:* • Biological Science(s) • Biological Science & Mathematics: Biological Science
General	***General Elementary*** ***General Junior High*** *(grades 7 - 8 only)* ***General Secondary*** *(grades 7 - 8 only)*

* Subjects listed by examination are also appropriate. There are a few rarely issued subjects that are not listed. Contact the Commission's Assignment Program at cawassignments@ctc.ca.gov if you have questions.

Appropriate English Learner Authorizations for Certificated Assignment Monitoring and Data Collection per EC §44258.9

The term of the CTC documents (rows 1-14) may be waivers, emergency permits, provisional internship or short-term staff permit, intern credentials/certificates, or preliminary, clear, Level I, Level II, professional clear, or life credentials. The certificate in row 15 is a locally issued document and does not have a term.

	English Language Development (ELD) [1]	**Specially Designed Academic Instruction in English (SDAIE)** [1]	**Instruction in Primary Language (Bilingual)** [1]
1	Bilingual Specialist Credential	Bilingual Specialist Credential	Bilingual Specialist Credential
2	Bilingual Certificate of Competence (BCC) [2]	Bilingual Certificate of Competence (BCC) [2]	Bilingual Certificate of Competence (BCC) [2]
3	BCLAD Certificate[2] or BCLAD Emphasis	BCLAD Certificate[2] or BCLAD Emphasis	BCLAD Certificate[2] or BCLAD Emphasis
4			Sojourn Teaching Credential
5	Bilingual Authorization or Educator Authorization (Bilingual)	Bilingual Authorization or Educator Authorization (Bilingual)	Bilingual Authorization or Educator Authorization (Bilingual)
6	Language Development Specialist (LDS) Certificate [2]	Language Development Specialist (LDS) Certificate [2]	
7	CLAD Certificate or CLAD Emphasis[2]	CLAD Certificate or CLAD Emphasis[2]	
8	Multiple or Single Subject Credential with AB 1059 English Learner Authorization	Multiple or Single Subject Credential with AB 1059 English Learner Authorization	
9	Multiple or Single Subject SB 2042 Credential	Multiple or Single Subject SB 2042 Credential	
10	Education Specialist Credential with AB 1059 English Learner Authorization[3]	Education Specialist Credential with AB 1059 English Learner Authorization [3]	
11	General Teaching Credential [4]		
12	Supplementary Authorization in English as a Second Language [2]		

English Language Development (ELD) [1]		Specially Designed Academic Instruction in English (SDAIE) [1]	Instruction in Primary Language (Bilingual) [1]
13	Certificate of Completion of Staff Development [5]	Certificate of Completion of Staff Development [5]	
14		***Clear*** Designated Subjects Career Technical Education Credential ***with*** SDAIE Authorization	
15	SB 1969 Certificate of Completion [6]	SB 1969 Certificate of Completion [6]	

Note: The Plan to Remedy was a compliance program through the CDE. Individuals enrolled in this program working to earn a CLAD or BCLAD Certificate were considered to be appropriately assigned until July 1, 2005. After July 2005, CTC no longer accepts enrollment in a Plan to Remedy for appropriate authorization to serve English learners.

[1] There may be restrictions to the grade level and subject area(s) that may be taught in each of the settings – check document for specific authorization. All CTC-issued documents with the exception of the multiple subject, single subject, and education specialist teaching credentials require a prerequisite teaching credential.

[2] These certificates or authorizations are no longer initially issued but remain valid and appropriate to serve English learners.

[3] Not all education specialist teaching credentials include an EL authorization. Check the document before assigning a teacher to serve ELs.

[4] Although these credentials may legally be assigned to teach ESL/ELD, it is not recommended that employing agencies use these credentials unless the holder possesses skills or training in ESL/ELD teaching. Authorization is limited to grade level of credential.

[5] Provisions for this option, other than designated subject credentials in vocational education and special subjects and services credential with a special class authorization, sunset on January 1, 2008.

Instruction is limited to SDAIE instruction in a departmentalized classroom in the subject and grade authorized by the individual's basic credential and instruction in a self-contained classroom in which the teacher is responsible for instructing the same students. Holders of vocational and special subject designated subjects credentials in vocational education and special subjects and services credential with a special class authorization are restricted to teaching SDAIE only.

Unlike CLAD, the CCSD does not include the teaching English language development in a departmentalized setting.

[6] The SB 1969 Certificate no longer may be issued by an employing agency but remains valid. CTC stopped registering SB 1969 Certificates on July 1, 2003. CTC will not register any of the certificates after July 1, 2003 regardless of the circumstances. An SB 1969 Certificate that was not registered with CTC is still valid. The individual will need to show the certificate to their current employer and will also need to provide it to any new employers in the future.

Unlike CLAD, the CCSD does not include teaching English language development (ELD) in a departmentalized setting.

Credential Authorization	Specific Learning Disability/Mental Retardation *(Mild/Moderate)*	Mental Retardation *(Moderate/Severe)*	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
Education Specialist Instruction Credentials *(initially issued effective September 27, 1997- except Language and Academic Development effective September 03, 2011)*												
***Also authorizes service as a resource specialist across all disability areas at the grade level of the document.*												
Mild/Moderate * (K-12 to Age 22)	X		X		♦ [1]						X	
Moderate/Severe * (K-12 to Age 22)		X	X	X	X			X				
Language and Academic Development * (Pre-K to Age 22)	♦ [2]	♦ [2]	♦ [2]	♦ [2]	♦ [2]	♦ [2]	♦ [2]	♦ [2]	♦ [2]	♦ [2]	♦ [2]	♦ [2]
Deaf & Hard-of-Hearing * (Birth to Age 22)					♦ [1]		X	X				
Physical & Health Impairment * (Birth to Age 22)				X	♦ [1]					X	X	X
Visual Impairment * (Birth to Age 22)					♦ [1]			X	X			
Early Childhood Special Education * (Birth to Pre-K only)	X	X	X	X	X						X	X
Early Childhood Special Education Certificate (Birth- Pre-K only) [3]	X	X	X	X	X						X	X
Added Authorizations in Special Education - AASE *(initially issued effective July 03, 2009)*												
** Holder authorized to conduct assessments, provide instruction, and special education related services to individuals within disability across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential.												
Autism Spectrum Disorders**					X							
Deaf-Blind **								X				
Emotional Disturbance **			X									

Credential Authorization	Specific Learning Disability/Mental Retardation *(Mild/Moderate)*	Mental Retardation *(Moderate/Severe)*	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
Added Authorizations in Special Education - AASE *(continued)*												
Other Health Impairment **											X	
Orthopedic Impairment**										X		
Traumatic Brain Injury**												X
Early Childhood Special Education Added Authorization ** (Birth- Pre -K only) 3	X	X	X	X	X						X	X
Ryan Service Credentials with a Special Class Authorization												
Speech Language Pathology Services With Special Class Authorization (Birth to Age 22)					X	X						
Clinical or Rehabilitative Services in Language, Speech & Hearing With Special Class Authorization (Birth to Age 22)					X	X						
Ryan Specialist Instruction Teaching Credentials *(initially issued 1976 to September 27, 1997; renewals available)*												
Communication Handicapped					♦ 4	X	X	X				
Learning Handicapped	X		♦ 5								X	
Severely Handicapped		X	X	X	X			X				
Physically Handicapped				X					♦ 6	X	X	X
Visually Handicapped								X	X			

Credential Authorization	Specific Learning Disability/Mental Retardation *(Mild/Moderate)*	Mental Retardation *(Moderate/Severe)*	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
Standard Teaching Credentials *(initially issued 1961 to 1976; renewals available)*												
Minor-Mentally Retarded	X	X	♦ [5]	X								
Minor-Speech & Hearing Handicapped						X						
Minor-Deaf & Severely Hard-of-Hearing							X					
Minor-Visually Handicapped									X			
Minor-Orthopedically Handicapped Including the Cerebral Palsied				X						X	X	X
Standard Limited Specialized Preparation Teaching Credentials *(initially issued 1961 to 1976; renewals available)*												
Mentally Retarded	X	X	♦ [5]	X								
Speech & Hearing Handicapped						X						
Deaf & Severely Hard-of Hearing							X					
Visually Handicapped									X			
Orthopedically Handicapped Including Cerebral Palsied				X						X	X	X

Credential Authorization	Specific Learning Disability/Mental Retardation *(Mild/Moderate)*	Mental Retardation *(Moderate/Severe)*	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
Standard Restricted Teaching Credentials *(initially issued 1961 to 1976; renewals available)*												
Educable Mentally Retarded	X		♦ 5									
Trainable Mentally Retarded		X	♦ 5	X								
Speech & Hearing Therapy						X						
Orthopedically Handicapped Including the Cerebral Palsied				X						X	X	X
Deaf & Severely Hard-of-Hearing							X					
Deaf-Blind								X				
Severely Hard-of-Hearing								X				
Visually Handicapped									X			
Exceptional Children Teaching Credentials *(initially issued prior to 1961; renewals available)*												
Mentally Retarded	X	X	♦ 5	X								
Speech Correction & Lip Reading						X						
Orthopedically Handicapped Including the Cerebral Palsied				X						X	X	X
Deaf or Hard-of-Hearing							X					
Visually Handicapped									X			

Credential Authorization	Specific Learning Disability/Mental Retardation *(Mild/Moderate)*	Mental Retardation *(Moderate/Severe)*	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
Special Secondary Teaching Credentials initially *issued prior to 1961; renewals available)*												
Mentally Retarded	X	X	♦ [5]	X								
Correction of Speech Defects						X						
Deaf							X					
Lip Reading							X					
Partially Sighted Child									X			
Blind									X			

1 Autism Spectrum Disorders (ASD) content is included in all preliminary Education Specialist Teaching Credential programs in all specialty areas. The preliminary credential will authorize the holder to provide autism instructional services to students within the specialty area(s) of their credential. The additional ASD authorization is for California-prepared special educators. The ASD authorization will appear as a separate authorization on the Education Specialist Teaching Credential document.

2 The Language and Academic Development Education Specialist Credential authorizes services for ages preschool to age 22 across disability areas **limited to** students identified with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas.

3 An individual must hold a valid prerequisite special education credential; the certificate and added authorization authorizes services for ages birth to pre-K only.

4 Individuals holding the Communication Handicapped employed under the following autism option prior to July 1, 2010 may continue to serve but no new individuals may be placed on the basis of this option after this date. Holder must have taught full-time for at least one year prior to September 1, 1991, in a special class in which the primary disability was other health impaired (autistic), and have received a favorable evaluation for that service from the employing school district. Acceptance of experience is a local employing agency decision.

5 Individuals employed under the following emotional disturbance option prior to July 1, 2010 may continue to serve but no new individuals may be placed on the basis of this option after this date. Holder must have taught full-time for at least one year prior to September 1, 1991, in a special class in which the primary disability was seriously emotionally disturbed and have received a favorable evaluation for that service from the employing school district OR completed a Commission-approved program for the seriously emotionally disturbed (none currently available). The certificate of completion is issued by the college or university and must be kept on file at the employing agency. Acceptance of experience is a local employing agency decision.

6 Issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus was the Visually Handicapped.

Federal Disability Definitions

Title 34: Education

PART 300—ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

Sec. 300.8 Child with a disability

(a) *General.*

(1) *Child with a disability* means a child evaluated in accordance with Sec. Sec.300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as ``emotional disturbance''), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(2)(i) Subject to paragraph (a)(2)(ii) of this section, if it is determined, through an appropriate evaluation under Sec. Sec.300.304 through 300.311, that a child has one of the disabilities identified in paragraph (a)(1) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part.

(ii) If, consistent with Sec.300.39(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the child would be determined to be a child with a disability under paragraph (a)(1) of this section.

(b) *Children aged three through nine experiencing developmental delays. Child with a disability* for children aged three through nine (or any subset of that age range, including ages three through five), may, subject to the conditions described in Sec.300.111(b), include a child—

(1) Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(2) Who, by reason thereof, needs special education and related services.

(c) *Definitions of disability terms.* The terms used in this definition of a child with a disability are defined as follows:

(1)(i) *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(ii) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section.

(iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.

(2) *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

(3) *Deafness* means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

(4)(i) *Emotional disturbance* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
(C) Inappropriate types of behavior or feelings under normal circumstances.
(D) A general pervasive mood of unhappiness or depression.
(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

(5) *Hearing impairment* means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

(6) *Mental retardation* means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

(7) *Multiple disabilities* means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

(8) *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

(9) *Other health impairment* means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and(ii) Adversely affects a child's educational performance.

(10) *Specific learning disability*--(i) *General.* Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (ii) *Disorders not included.* Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(11) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

(12) *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

13) *Visual impairment including blindness* means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

[Authority: 20 U.S.C. 1401(3); 1401(30)]

http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=a8493b2e1c8d7bb90fca3eef0c28b3eb&rgn=div8&view=text&node=34:2.1.1.1.1.1.36.7&idno=34

Special Education Teaching and Services Credentials, Added Authorizations in Special Education, and Limited Assignment Permits for California-Prepared Teachers

Frequently Asked Questions

Topic	Page Number	Number of Questions
Education Specialist Credential – General Questions	**2**	**3**
Special Education Limited Assignment Permit (SELAP)	**2 - 3**	**5**
Added Authorizations in Special Education (AASE)	**4 - 7**	**20**
Autism Spectrum Disorders (ASD) Authorization	**7 - 8**	**2**
Subject-Matter Competence	**8 - 9**	**8**
Transition Plan and Individualized Induction Plan (IIP)	**9 -10**	**3**
Teaching Experience	**10 - 11**	**8**
Certificate of Eligibility	**12 - 13**	**7**
Education Specialist Program Approval	**13 – 16**	**12**
Education Specialist Interns	**16**	**3**
Level I Education Specialist Programs	**16 - 18**	**5**
Level II Education Specialist Programs and Clear Education Specialist Induction Programs	**18 - 22**	**18**
Authorization and Assignment Issues		
Providing Appropriate Instructional Services	**22 - 27**	**14**
Autism Spectrum Disorders (ASD)	**27 - 29**	**6**
Resource Specialist	**29 - 30**	**4**
Speech-Language Pathology Services	**30 - 31**	**5**
Audiology	**31**	**1**
Contact Information for the California Department of Education Procedural Safeguard Unit	**31**	**1**

A Special Education Glossary is available at
http://www.ctc.ca.gov/credentials/CREDS/special-ed-glossary.pdf.

FAQs for the Language and Academic Development specialty area may be found at:
http://www.ctc.ca.gov/educator-prep/special-education-docs/Special-Ed-LAD-FAQ.pdf

Education Specialist Credential – General Questions

A chart showing Special Education Documents Eligible to Earn Adapted Physical Education, Early Childhood Special Education and Resource Specialist Added Authorizations may be found at: http://www.ctc.ca.gov/credentials/CREDS/APE-ECSE-RSP-chart.pdf.

1. How long will candidates have to earn a Clear credential after their preliminary credential is issued?
   There is no change in the valid period of Education Specialist documents. The Clear credential must be earned within five years from the date of issuance of the Preliminary Education Specialist Credential.

2. How will the credential renewal codes be affected by the changes in options to earn a Clear Education Specialist Credential?
   The authorization and renewal codes have been modified to be distinct for the Education Specialist Preliminary, Level I, Level II, and Clear credentials.

3. What are the titles of the general education and special education second tier programs?
   There are two names for the two-tier general education programs that are approved to offer the Clear teaching credential. These are General Education Induction and General Education Clear. ***General Education (Multiple and Single Subject) Induction Programs*** *are offered by colleges, universities, school districts, or county offices of education and allow an individual holding a Preliminary Multiple or Single subject Credential to earn a Clear teaching credential.* ***General Education (Multiple and Single Subject) Clear Programs*** *are offered by colleges or universities and allow an individual holding a Preliminary Multiple or Single Subject Credential to earn a Clear teaching credential when the candidate has a CL-855 form (http://www.ctc.ca.gov/credentials/cig2/CIG-leaflets/cl855.pdf) signed by an employer*

   There are two special education second tier programs. *The Level II program is offered by colleges or universities and allow an individual holding Level I Credential to earn a Level II credential.*
   The ***Clear Education Specialist Induction Program*** *is the second tier special education program addressing the adopted standards. The Clear programs are offered by colleges, universities, school districts, or county offices of education, and is the only* ***one*** *route to earn the second tier credential for holders of Preliminary Education Specialist Credentials. Holders of Level I Education Specialist Credentials may also enroll and earn the clear credential.*

   Additional information may be found in Program Sponsor Alert 11-06 at the following link: http://www.ctc.ca.gov/educator-prep/PS-alerts/2011/PSA-11-06.pdf.

Special Education Limited Assignment Permit (SELAP)

See the SELAP information leaflet at http://www.ctc.ca.gov/credentials/leaflets/cl889.pdf for additional information.

1. Are the specialty areas for the Special Education Limited Assignment Permit (SELAP) the same as those for the Added Authorization in Special Education (AASE)?
   No. The SELAP may be issued in the seven broad specialty areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard-of-Hearing, Visual Impairments, Physical and Health Impairments, Language and Academic Development, and Early Childhood Special Education.

The AASE is issued in six specific areas within the broad specialty areas: Autism Spectrum Disorders, Deaf-Blind, Emotional Disturbance, Orthopedic Impairments, Other Health Impairments, and Traumatic Brain Injury. However, when requesting the SELAP, indicate the broader category not the AASE area.

The SELAP allows a credentialed special education teacher to serve outside of their authorized specialty area in another broad specialty area. In this manner, the SELAP provides appropriate authorization and may serve one of two purposes, allowing tine for a special education teacher to either earn an AASE in a specific area or add another full specialty area authorization.

If an educator holds a Mild/Moderate or Learning Handicapped credential and wants a SELAP in Moderate/Severe, they do not need to verify three semester units of coursework or one year of experience in the area being sought. This applies to educators those holding a Moderate/Severe or Severely Handicapped Credential applying for a Mild/Moderate SELAP. All other initial SELAP applications must include transcripts verifying three semester units in the specialty area being sought or the one year of experience. This includes the Early Childhood Special Education specialty area.

2. A teacher holds an Education Specialist Credential in Mild/Moderate Disabilities and needs an added authorization. Can an employer apply for a SELAP while an individual is earning an AASE? Or does the employer need to apply for a Short-Term Staff Permit (STSP), a Variable Term Waiver, or place the individual on a local teaching assignment option?
   If the applicant has met the requirements for the SELAP, it is the recommended choice If the individual does not meet the SELAP requirements, the employer will need to determine if they should apply for the Waiver or the STSP. The local education assignment option for Autism provided in Education Code section 44265.1 was available until October 2013.

3. Is the Clinical or Rehabilitative or Speech-Language Pathology Services Credential WITHOUT a Special Class Authorization (SCA) an appropriate prerequisite for a SELAP?
   No. The holder of a Clinical or Rehabilitative or a Speech-Language Pathology (SLP) Services Credential in Language, Speech and Hearing must have earned a SCA in order for the Clinical or Rehabilitative or SLP Services Credential to serve as an appropriate prerequisite to earn a SELAP. The SELAP is a teaching authorization thus it requires the individual to hold a special education teaching credential.

4. Will the Commission issue an extension on a SELAP in Early Childhood Special Education (ECSE) if the individual holds a Preliminary Education Specialist Credential and the individual cannot enroll in an ECSE Added Authorization program as the certificate program cannot accept holders of Preliminary special education credentials (program has not yet converted to an ECSE Added Authorization program)?
   ECSE, Adapted Physical Education, and Resource Specialist certificate programs transitioned their programs as of September 2012. The Commission will no longer issue another ECSE SELAP to an individual with a Preliminary Education Specialist Credential who cannot enroll in an ECSE Added Authorization program

5. The holder of a SELAP in one specialty area switches to another specialty area. When requesting a subsequent SELAP, are renewal requirements needed? What are the renewal requirements if more than one specialty area is listed on SELAP?

Switching Specialty Areas
If the holder of a SELAP switches specialty areas, satisfaction of the renewal requirements is not required until the individual is trying to renew the SELAP for the new specialty area. However, it would be important to remember the educator must still have the experience or coursework in the new specialty area to qualify for the SELAP.

Multiple Specialty Areas
If more than one specialty area is listed on a valid SELAP, renewal requirements must be completed for each specialty area listed on the one document.

Added Authorizations in Special Education (AASE)
See the AASE information leaflet at http://www.ctc.ca.gov/credentials/leaflets/cl890.pdf for additional information. A list of Documents Eligible to Earn Added Authorizations in Special Education may be found at http://www.ctc.ca.gov/credentials/CREDS/special-ed-added-auth-chart.pdf. This list is only for the six specific Added Authorizations in Special Education and does apply to the Adapted Physical Education, Early Childhood Special Education, or the Resource Specialist Added Authorization or Certificates.

Specific assignment questions concerning Autism and Resource Specialist may be found in the Authorization or Assignment Issues section of these FAQs. A list of Commission-approved AASE programs may be found at http://cig.ctc.ca.gov/cig/CTC_apm/all.php *Select 'Education Specialist-Added Authorizations' in the specific added authorization area.*

1. Must holders of Ryan Specialist Credential in Learning Handicapped and Education Specialists Credential in Mild/Moderate Disabilities earn the Autism Spectrum Disorders (ASD) Added Authorization?
   No, it is not required unless the individual is providing services in the area of Autism or is required by a local level employer for employment purposes to hold the Autism authorization. An individual must hold an appropriate authorization or be otherwise legally authorized to serve in an assignment prior to providing instruction or service. An individual not required by assignment or employment to hold the Autism authorization has the option of earning this authorization and other credentials and authorizations.

2. Will the Added Authorization in ASD and the ASD Authorization included on the Preliminary Education Specialist Credentials be listed in the same way on the Education Specialist documents?
   Yes. The authorizations wording will look alike but will have different 'codes' in the Commission's computer system so we can differentiate between the ones earned through the AASE and those earned through the Preliminary program.

3. What is the authorization for the AASE in Deaf-Blind?
   See the definition for this area in the Federal Disability Definitions at http://www.ctc.ca.gov/credentials/CREDS/federal-disability-definitions.pdf.

4. Can the holder of a general education teaching credential earn an AASE?
   No. The AASE authorizations cannot be added to general education credentials.

5. Are Variable Term Waivers available for the AASE areas?
   Yes. For the fully credentialed special education holder, a waiver may be issued for one year only in each AASE area. However, the individual who has been issued a waiver in one of the specific added authorization areas cannot qualify for a waiver in the full specialty area. For example, an

individual who held a waiver in Autism Spectrum Disorder cannot earn a subsequent waiver in Moderate/Severe Disabilities.

An intern may earn the waiver in one-year increments but must complete a minimum of 6 semester units in the AASE are for the renewal. Waivers are issued at the request of an employing agency.

6. What is the final deadline to complete courses for the AASE?
   There is no deadline to obtain an AASE. Individuals are required to hold an appropriate authorization prior to providing the instruction or services.

7 Will the AASEs show up on the Commission's Credential Look-up and Renewal website?
   Yes, the Added Authorizations will show up on the website. Some may appear in the individual's Education Specialist Credential document information and some as a separate document depending on the type of document the held by the educator.

8. Can an individual earn two AASEs at the same time?
   Yes. An individual may be recommended on one application for more than one added authorization if the Commission-approved program sponsor determines that the requirements for each added authorization are satisfied. If the individual already holds a Commission-issued credential or authorization in the disability area on a document, the AASE will not be issued as the Commission does not issue duplicative authorizations.

9. Am I correct in understanding that I will need to earn all of the six Added Authorizations in Special Education to continue teaching special education students in California?
   No, an individual who holds a California special education credential already holds an authorization in at least one of the AASEs. The Commission does not issue duplicative authorizations so in essence all six AASEs cannot be issued.

   It is not required to hold one or more of the AASEs unless the individual is providing services in one or more areas or is required by a local level employer for employment purposes to hold the authorizations. An individual not required by assignment or employment to hold an authorization has the option of earning the authorization and other credentials and authorizations.

10. How does an individual apply for an AASE following completion of the approved program?
    The completion of an AASE must be submitted by the approved program sponsor through the CTC Online recommendation process.

11. If an individual completed Autism courses in another state, how can they obtain an AASE?
    Individuals who have completed coursework in another state and wish to have an AASE must contact an approved California program sponsor for an evaluation.

12. Is there any financial aid or grant programs designed for special education teachers needing an AASE?
    The Commission is not aware of any financial aid or grant programs. An individual should check with program sponsors and employers at the local level.

13. Will the AASE be included in the Level II Education Specialist program? If not, it is possible to earn an AASE while holding a Level I Education Specialist Credential?

Individuals holding a Level I Education Specialist Credential may earn an AASE. In addition, the AASE coursework may be used towards the requirements for the Clear Education Specialist Credential. However, the holder of a Level I Credential is not required to earn an AASE to earn the Level II or Clear Education Specialist Credential. The ASD content was added to the Preliminary program, not the Level I or Level II programs.

14. Are AASEs a stepping stone toward the full Education Specialist Credentials?
    Yes. For holders of special education teaching credentials, the AASE may be a stepping stone to earning or adding a full specialty area on an Education Specialist Credential or to earn an Education Specialist Credential in another specialty area for holders of special education credentials that are no longer initially issued. An individual would have the option of working with a program sponsor to complete the remaining content for the full specialty area authorization.

15. Can an individual obtain an AASE other than at a college or university?
    Approved programs sponsors include colleges, universities, school districts, and county offices of education. See the link for approved programs at the beginning of this topic.

16. How can a university or local education agency become an approved program sponsor?
    When an institution wants to offer one or more educator preparation programs to prepare candidates to teach or provide services in the California public schools, the institution needs to be approved by the Commission on Teacher Credentialing. Approval by the Commission is a multi-step process. Information is available on the Commission website at the following link: http://www.ctc.ca.gov/educator-prep/new-program-submission.html.

17. If an individual completes a Level II Education Specialist program and also an AASE in ASD program, would the program recommend for the Level II with the Added Authorization of ASD or the Clear Education Specialist Credential that includes ASD?
    If the holder of a Level I Credential has completed and is applying at the same time for the Level II Education Specialist and AASE in ASD, the program sponsor will recommend in the new CTC Online recommendation process for a Level II Education Specialist Credential. A separate AASE in ASD recommendation will be completed once the Level II credential has been issued. (recommending program sponsor must have Commission-approved programs in both areas). Two applications and two processing fees are required. Once the AASE in ASD has been issued, it will not need to be renewed but will remain valid as long as the appropriate prerequisite remains valid.

    If the holder of a Level I Education Specialist completes and applies for the Clear Education Specialist Credential and AASE in ASD; the program sponsor will recommend in the new CTC Online recommendation process for a Clear Education Specialist Credential. A separate AASE in ASD recommendation will be completed once the Clear credential has been issued. (recommending program sponsors must have Commission-approved programs in both areas). Two applications and two processing fees are required. Once the AASE in ASD has been issued, it will not need to be renewed but will remain valid as long as the appropriate prerequisite remains valid.

    If completed at two separate program sponsors, each program sponsor will need to submit a separate application and fee for each of the credential types. The approved program sponsor will need to recommend for the Level II or Clear credential first. Once that document has been issued, the other approved program sponsor may recommend for the AASE in ASD. It is the educators' responsibility to notify both programs that they will be receiving two different recommendations.

Once the AASE in ASD has been issued, it will not need to be renewed but will remain valid as long as the appropriate prerequisite remains valid.

As a reminder, completion of the Clear Education Specialist Credential Induction Program by an individual with a Level I Credential does not result in the issuance of a credential with ASD. The ASD content is completed in the Preliminary program. The ASD authorization will only be automatically added to the document when a candidate completes a Preliminary Education Specialist program. Otherwise the candidate must complete the AASE in ASD program to earn the ASD authorization.

18. A candidate completes an AASE program in ASD but only holds a general education teaching credential and a Certificate of Eligibility for a Level I Education Specialist Credential in Mild/Moderate Disabilities. Can the AASE be added to the Certificate of Eligibility? Can the program sponsor submit a recommendation for a Certificate of Eligibility with the AASE in ASD?
    By regulations an authorization, including an AASE, cannot be added to a Certificate of Eligibility. An individual must upgrade his/her Certificate of Eligibility to a Level I Education Specialist Credential before the AASE may be issued.

    The Educator may either submit a paper application or a Direct Web Application (http://www.ctc.ca.gov/credentials/online-services/default.html) to upgrade from the Certificate of Eligibility to the Level I Education Specialist Credential. One-half of the current processing fee is required. A program sponsor cannot submit the application for the Level I Education Specialist Credential as a recommendation through the CTC Online process. After this document is issued, the AASE program sponsor may recommend through the CTC Online process for the AASE. Note: If the educator submits a direct web application, they must pay a full fee.

19. If the holder of an Early Childhood Special Education Credential also holds a Mild/Moderate Disabilities specialty area (issued prior to the date that ASD was included in the authorization), can they earn an AASE in ASD for the Mild/Moderate Disabilities specialty area?
    Yes, in some cases. Holders of Early Childhood Special Education Credentials combined with any specialty area except Moderate/Severe may add an ASD AASE if it will expand their authorization to serve students with autism. This is for individuals who completed a Level I program as the Preliminary program includes an ASD authorization.

20. Is there ever a time when the holder of a Clear Education Specialist Credential could add an AASE in ASD?
    Yes, a Clear Education Specialist Credential holder may add an ASD AASE if the clear credential does not already contain an authorization that authorizes the ASD. The ASD authorization is earned in the Preliminary program not in the Level I or Level II program.

Autism Spectrum Disorders

A list of Commission-approved AASE programs may be found under the 'Approved Programs' link in the Program Sponsor tab at http://cig.ctc.ca.gov/cig/CTC_apm/all.php. *Select 'Education Specialist-Added Authorizations' in the specific added authorization area. See the AASE information leaflet at http://www.ctc.ca.gov/credentials/leaflets/cl890.pdf for additional information.*

1. Is there a difference between "Autism" and "Autism Spectrum Disorders"?
   No, not for credentialing purposes. Autism Spectrum Disorders is the more formal and commonly used name.

2. If an individual receives a Level I Education Specialist Credential in Mild/Moderate Disabilities, is Autism content in their program? Do the Preliminary programs include an Autism Spectrum Disorders authorization?
   An Autism authorization is included within the authorizations listed on Education Specialist Credentials in Moderate/Severe Disabilities and Early Childhood Special Education regardless if a Level I or Preliminary Program is completed. The Autism content is not included in any other specialty area for the Level I Education Specialist Credential but rather in the Preliminary program for the other five Education Specialist specialty areas. The Level I Education Specialist Credential holder in all areas except Moderate/Severe Disabilities and Early Childhood Special Education who needs the Autism authorization will need to earn the Added Authorization in Autism Spectrum Disorders.

Subject-Matter Competence Requirement

A chart with the changes for subject-matter competence may be found at http://www.ctc.ca.gov/educator-prep/special-education-docs/Subject-Matter-Chart.pdf or http://www.ctc.ca.gov/credentials/CREDS/special-ed-subject-matter-competence.pdf.

1. Does the Preliminary Education Specialist Credential meet No Child Left Behind (NCLB) subject-matter-competence in all NCLB core academic areas?
   The Commission may only respond to questions concerning subject-matter competence related to credentialing. All NCLB questions should be directed to the California Department of Education at TitleII@cde.ca.gov.

2. Will the subject-matter competency area(s) be listed on the Education Specialist Credential?
   No. The subject matter competency area(s) will not be listed on the document.

3. Can you explain the subject-matter competence requirements for the transitioning of Level 1 Education Specialist Credentials as well as Early Childhood Special Education (ECSE) credential holders?
   The subject-matter competency requirements for the Level 1 Education Specialist Credential have not changed including that the ECSE credential is exempt from this requirement. See the chart at the link noted above for information about the preliminary requirements.

4. For the Preliminary Education Specialist Credential, can any subject area exam be used for the subject-matter competence requirement?
   No, for the Preliminary credential, subject-matter competence is limited to No Child Left Behind (NCLB) core academic subject areas unless the individual already holds a teaching credential that required subject-matter competence or is applying for an Early Childhood Education Specialist Credential. See the chart at the link noted above.

5. Specifically how does a Preliminary Education Specialist Credential candidate demonstrate subject-matter competence?
   An individual may pass the approved examination(s) or complete an approved subject-matter program for the single subject credential areas of art, English, foreign language, mathematics including foundational-level mathematics, music, science including foundational-level and specialized science, and social science OR the approved examination for the multiple subject credential.

The exemption for holders of previously issued general education teaching credentials continues. Also individuals applying for an Early Childhood Special Education Specialist are not required to complete the subject-matter competence requirement. See the chart at the link noted above.

6. If an individual in a Level I or an Intern program leading to a Level I Education Specialist Credential transitions to a Preliminary or an Intern program leading to a Preliminary Education Specialist Credential, must the individual meet the 'new' subject–matter competence requirement aligned with NCLB?
   Yes. Remember that subject-matter competence includes all the options including holding a general education teaching credential as found on the chart noted at the beginning of this topic.

7. If an individual is completing dual Preliminary single subject and education specialist credential programs, must the individual complete subject-matter competence in an NCLB core academic subject area if the single subject program being completed is in a subject area that is not an NCLB core academic subject area such as physical education? Or must the individual complete subject matter in both physical education and an NCLB core academic subject area?
   No, if completing dual Preliminary single subject and education specialist credential programs, the individual needs only to complete subject-matter competence in the single subject area regardless if that subject area is not one of the NCLB core academic subject areas. This is only if completing a dual program for single subject and education specialist.

8. Does passage of the Mathematics Instructional Authorization Exam (MIAE) satisfy the subject-matter requirement for the Education Specialist Credential and for NCLB Compliance?
   This response specifically addresses satisfying subject-matter to earn an Education Specialist Credential and NCLB Compliance. Passage of only the Mathematics Instruction Authorization Examination (MIAE) without holding the Mathematics Instructional Added Authorization (MIAA) is not appropriate for meeting subject-matter competence for the Education Specialist Credential or NCLB Compliance as detailed below.

   The MIAE addresses the subject-specific knowledge, skills and abilities required of teachers seeking admittance into an approved preparation program for the recently approved MIAA. It is not a subject-matter examination so therefore is not appropriate to use, on its own, to meet the subject-matter competence requirement for the Education Specialist Credential. However, an individual who earns the MIAA will be considered to hold an appropriate general education prerequisite based on earning the added authorization not on the basis of passing the MIAE examination.

   In discussion with the California Department of Education, passage of the MIAE does not satisfy the NCLB subject-matter requirement as it is only an option for meeting a MIAA program precondition. However, an individual who earns the MIAA will be considered NCLB compliant based on earning the advanced certification. In addition, the holder of a MIAA must hold a prerequisite teaching credential where they have already met subject-matter competence in another subject area. Questions concerning NCLB Compliance should be sent to TitleII@cde.ca.gov.

Transition Plan and Individualized Induction Plan (IIP)

A chart with information on the Transition Plan and the Induction Plan may be found at http://www.ctc.ca.gov/credentials/CREDS/special-ed-transition-plan.pdf.

1. Will coursework in the Individualized Induction Plan (IIP) count toward a Masters degree?
   The decision whether to accept the coursework towards a Masters degree rests with the institution of higher education.

2. Might a teacher in one specialty area have an IIP that focuses on an area of specialization other than the area in which the Preliminary credential is held? For example, the teacher with a Preliminary Education Specialist Credential in Mild/Moderate Disabilities wants to focus on Deaf and Hard-of-Hearing in their induction program. If so, should the credential held by the Support Provider match be aligned with the area they are interested in rather than their original specialty area?
   The Support Provider that provides the day-to-day support should be certified in the same specialty as that held by the participating teacher, not the area in which the teacher may want additional knowledge. However, the potential for providing distance support or using a "buddy" model for focused assistance would provide relevant support and professional development for the teacher in this instance.

3. How does formative assessment fit with the Clear Education Specialist Credential?
   Formative assessment is one of the foundational components of an induction program serving as a mechanism for a participating teacher to create and fulfill an IIP. The expectation is completion of all components of the approved Clear Education Specialist Induction Program. All formative assessment systems include an IIP with individualized support, professional development and reflection.

Teaching Experience Requirement

A chart with information on Teaching Experience and the Certificate of Eligibility may be found at http://www.ctc.ca.gov/credentials/CREDS/special-ed-certificate-of-eligibility.pdf.

1. Are two years of teaching experience still required to earn the Level II Education Specialist Credential?
   Yes. The two years of experience remains a requirement for the Level II Education Specialist Credential. To assist program sponsors and employing agencies, a clarification on the type of experience that is acceptable was included in the recent regulations that may be found in Coded Correspondence 10-12 at http://www.ctc.ca.gov/notices/coded/2010/1012.pdf.

2. Does a teacher need teaching experience to move from the Preliminary to a Clear Education Specialist Credential?
   No. Teaching experience is not required. However, while completing the induction program, an individual must have 'experience with students' that have been identified as needing special education services. The individual does not have to be employed as the teacher of record in special education.

3. If a Preliminary general education credential holder completed one year of general education induction and now holds a Level I or Preliminary Education Specialist Credential, can the individual earn both Clear general and special education credentials if he/she is not employed as a general or special education teacher?
   Yes it is possible. To complete the requirements for both a general and a special education credential, the individual must enroll and concurrently complete a Commission-approved

induction program for both general and special education. The induction program must be approved to offer both general and special education induction programs and the program sponsor must determine that they can enroll the individual in their program and ensure that the individual has experience with both general and special education students.

4. Is it foreseeable that an instructional assistant (aide) could have the "experiences" with children to earn the Clear Education Specialist Credential without a conflict to their work duties as an aide?
   It is possible. The approved induction program and the individual would need to have an agreement with the school where the 'experience with children' will be acquired. The school/employer/induction program must agree that the experience is acceptable.

5. Can an induction program require verification of employment?
   Not for the Clear Education Specialist Induction Program.

6. Can an individual not be employed in a teaching setting and still complete the Clear Education Specialist Induction Program?
   Yes. An individual does not have to be employed in an educational setting to meet the requirements for the Clear Education Specialist Credential Program Standards 4 through 7. The standards allows for 'demonstration of effective teaching' which may be done in a variety of ways including teaching in a special education assignment or in a volunteer or non-paid position in which the induction program can ensure that the participating credential holder can meet the induction program standards. It is the program sponsor's decision if their program may enroll educators who are not employed.

7. Must a general education teacher be employed to earn a Clear general education credential?
   No. If the individual finds an approved General Education (Multiple and Single Subject) Induction Program [may not be a General Education (Multiple and Single Subject) Clear Program offered by an institution of higher education] that is willing to work with the candidate AND the candidate/induction program has a way for the candidate to have the range of experiences with students so that the candidate can demonstrate all the skills required in the program standards; employment is not required.

   To date, there are three universities that offer approved induction programs and enroll educators that may be considered an "unemployed" teacher. These universities allow an educator who is not employed in a full-time teaching position to enroll and complete the clear credential requirements. UC Los Angeles and Azusa Pacific University offer both types of programs (Induction, which is support based and General Education Clear, which is coursework based), while Claremont Graduate University offers only the Induction program. Additional information on each university's program can be found at the links below.

   UC Los Angeles: https://www.uclaextension.edu/teachers/Pages/genEd_clear.aspx

   Azusa Pacific University: http://www.apu.edu/education/teacher/induction/

   Claremont Graduate University: http://www.cgu.edu/pages/9821.asp

8. Where would I find a definition for "experience with children"?
   "*Experience with children" is terminology used to describe the effective teaching in the Clear Education Specialist Induction Program Standards 4 through 7.*

Certificate of Eligibility

A chart with information on the Certificate of Eligibility and Teaching Experience may be found at http://www.ctc.ca.gov/credentials/CREDS/special-ed-certificate-of-eligibility.pdf.

1. Is the Certificate of Eligibility going away? Will candidates earn a Preliminary credential?
   The Certificate of Eligibility remains an option for Level I completers. The Certificate of Eligibility is not issued to individuals who complete the Preliminary Education Specialist Credential programs. Instead, a five-year Preliminary credential is issued.

2. Does an individual with an Education Specialist Certificate of Eligibility have to activate their Level I credential before they are enrolled in an induction program for the Clear Education Specialist Credential?
   Yes. The Educator may either submit a paper application or a Direct Web Application (http://www.ctc.ca.gov/credentials/online-services/default.html) to upgrade from the Certificate of Eligibility to the Level I Education Specialist Credential. Form CL-777.1 (Verification of Employment) is not required. One-half of the current processing fee is required. A program sponsor cannot submit the application for the Level I Education Specialist Credential as a recommendation through the CTC Online process. The candidate will receive a Level I Education Specialist Credential valid for five years and then may enroll in a Clear Education Specialist Induction Program. Note: If the educator submits a direct web application, they must pay a full fee.

3. Can an applicant obtain their Level I Education Specialist Credential without being employed? Do they have to obtain the Certificate of Eligibility if they are not employed and then apply for the Level I Education Specialist Credential when they have an offer of employment?
   The individual has a choice to apply for either the Level I Education Specialist Credential or the Certificate of Eligibility regardless of employment status. See the 'Education Specialist Credential - Certificate of Eligibility' section of Coded Correspondence 03-0020 at: http://www.ctc.ca.gov/notices/coded/030020/030020.pdf.

   Since employment is not required for the Clear Education Specialist Credential and individuals who hold Level I Education Specialist Credentials may enroll in the Clear Education Specialist Induction Program, the Verification of Employment as an Education Specialist form (CL-777.1) was discontinued. It is no longer necessary to submit a CL-777.1 when an individual upgrades a Certificate of Eligibility to a Level I Education Specialist Credential.

4. If an individual has received a Certificate of Eligibility for an Education Specialist, how long is it valid?
   The Certificate of Eligibility does not expire and is only available for the Level I Education Specialist Credential.

5. If an individual receives a Certificate for Eligibility, does that release the program sponsor from recommending the individual for their credential when the time comes? Can the individual apply for their Level I Education Specialist Credential either through their employer or directly to the Commission?
   The Educator may either submit a paper application or a Direct Web Application (http://www.ctc.ca.gov/credentials/online-services/default.html) to upgrade from the Certificate of Eligibility to the Level I Education Specialist Credential. One-half of the current processing fee is required. A program sponsor cannot submit the application for the Level I Education Specialist

Credential as a recommendation through the CTC Online process. Note: If the educator submits a direct web application, they must pay a full fee.

6. If Preliminary Education Specialist program completers cannot earn the Certificate of Eligibility, is the Verification of Employment form needed?
   The Certificate of Eligibility is not issued for the Preliminary Education Specialist Credential regardless of employment status thus the CL-777.1 (Verification of Employment as an Education Specialist) is not necessary when applying for the Preliminary Education Specialist Credential. In addition, it is no longer necessary to submit a CL-777.1 when an individual upgrades a Certificate of Eligibility to a Level I Education Specialist Credential.

7. A candidate completes an AASE program in ASD but only holds a general education teaching credential and a Certificate of Eligibility for a Level I Education Specialist Credential in Mild/Moderate Disabilities. Can the AASE be added to the Certificate of Eligibility? Can the program sponsor submit a recommendation for a Certificate of Eligibility with the AASE in ASD?
   By regulations an authorization, including an AASE, cannot be added to a Certificate of Eligibility. An individual must upgrade his/her Certificate of Eligibility to a Level I Education Specialist Credential before the AASE may be issued.

   The Educator may either submit a paper application or a Direct Web Application (http://www.ctc.ca.gov/credentials/online-services/default.html) to upgrade from the Certificate of Eligibility to the Level I Education Specialist Credential. One-half of the current processing fee is required. A program sponsor cannot submit the application for the Level I Education Specialist Credential as a recommendation through the CTC Online process. After the Level I document is issued, the AASE program sponsor may recommend through the CTC Online process for the AASE. Note: If the educator submits a direct web application, they must pay a full fee.

Education Specialist Program Approval

Information on submitting a new Educator Preparation Program may be found at http://www.ctc.ca.gov/educator-prep/forms/Intent-to-Submit-a-New-Educator-Preparation-Program.pdf and http://www.ctc.ca.gov/educator-prep/new-program-submission.html.

A list of Commission-approved Education Specialist Programs may be found at http://cig.ctc.ca.gov/cig/CTC_apm/all.php Select 'Education Specialist' and the specific specialty area.

1. What are the transition dates for Level I and Level II Education Specialist programs?
   According to the Title 5 regulations, the last date to enroll candidates in a Level I program was December 31, 2011 but all Level I Education Specialist programs had to transition to the Preliminary programs by the end of September 2011. Level I Education Specialist candidates had to finish the Level I program by January 31, 2013. Coded Correspondence 10-12 included an incorrect date for the date that Level I candidates must finish their program. The date has been corrected to January 31, 2013 and the correspondence has been reposted (http://www.ctc.ca.gov/notices/coded/2010/1012.pdf).

   The last date to enroll a candidate into the Level II Education Specialist program is December 31, 2014, and candidates must finish the Level II program by January 31, 2019.

2. Will there be a list on the Commission website of the approved programs that are awaiting approval by the Committee on Accreditation?

No. When the Committee on Accreditation (COA) agenda is posted (a minimum of 10 days prior to the COA meeting), the programs for approval will be listed if they have completed the Initial Program Review. There are always additional programs added as In-folder items and they will be listed at least the day before the COA meeting. This is the earliest that a list of programs awaiting approval would be public.

3. Who is the contact person at the Commission regarding approval of a Clear Education Specialist Induction Program? Is there an application or form on which the program is described?
   All prospective programs must complete the Initial Program Review (IPR) process. Information can be found on the Commission's website at http://www.ctc.ca.gov/educator-prep/new-program-submission.html. Once an Intent to Submit has been received, the IPR staff will assist the prospective program to contact the consultant who supports the content area.

4. A program sponsor is currently approved to offer a general education induction program and is writing to the special education induction standards. Once the initial program narrative for the Clear Education Specialist Induction Program is submitted, may the program begin accepting candidates?
   No. Submitting a program proposal for a Clear Education Specialist Induction Program is very different from the process general education induction programs participated in to address the revised Program Standards (2008). In that case, the programs were already Commission-approved general education induction programs and were just being revised to meet the newer standards. That is the reason programs were able to continue operating even though the program narratives were not yet reviewed or approved.

   For a Clear Education Specialist Induction Program, the program sponsor is not currently approved as a sponsor of a Clear Education Specialist Induction Program and therefore it would not be wise to accept candidates or provide a program to individuals until the sponsor has completed the review process and the COA has taken action at a regularly scheduled meeting to approve the program.

   Once a prospective program sponsor has submitted an initial program proposal, it would be accurate to state only that the program sponsor has submitted a program for approval to the Commission. A program sponsor may be open to legal action by candidates if it presents itself as a sponsor of a specific credential program, accepts candidates that complete work and is then unable to recommend an individual for a credential or other authorization.

5. A program sponsor originally submits an induction plan for serving only individuals holding Education Specialist Credentials in Mild/Moderate and Moderate/Severe Disabilities but a candidate in a low incidence area such as Visual Impairments is hired. The program believes they can serve the credential candidate, for example, by teaming with a Special Education Local Planning Area (SELPA) or an institution of higher education. Does the program sponsor need to resubmit anything to the Commission?
   Once approved, the program may serve candidates in specialty areas other than those specified during the initial program review but the updated narrative should reflect how the program is meeting their candidate's differentiated needs. The modification of the program to serve the additional specialty areas should be documented in biennial reports and then included in the updated program narrative which will be reviewed through Program Assessment in the 4th year of the accreditation cycle.

6. There is an understanding in the field that there is only one Clear credential program for Education Specialists and that the differentiation for the different specialty areas happens in the Individualized Induction Plan (IIP) and professional development phases of induction. However, program submission directions require that a program specify which type of candidate, by credential specialty areas, the program intends to serve. Can a program limit the type of specialty area candidate's they plan to serve?
   A program sponsor must specify how they will meet the credentialing requirement for each candidate/credential specialty area they intend to serve in their initial program narrative. They may serve all or only specific candidates, depending on the program sponsor's capacity to provide differentiated support and professional development for each one.

7. Are general education induction programs automatically approved to work with special education participants?
   No, all prospective Clear Education Specialist Induction Programs (local education agency, a college or university, or a county or district intern) must be submitted, reviewed and approved by the Committee on Accreditation (COA) prior to offering the program regardless if the sponsor currently offers an approved general education induction program.

8. When can a general education induction program submit a letter of intent for a Clear Education Specialist Induction Program? Will the submission window for adding a Clear Education Specialist Induction Program remain open?
   A program proposal may be submitted at any time - there is no deadline at this time. An Intent to Submit form for program review and approval must be submitted a minimum of 60 days prior to submitting the program documents. Please see the Commission website for specific details. (http://www.ctc.ca.gov/educator-prep/forms/Intent-to-Submit-a-New-Educator-Preparation-Program.pdf).

9. Can a single-district induction program join a consortium for just the Clear Education Specialist Induction Program?
   Yes. This is one way of addressing a potentially small number of candidates in a particular credential area.

10. Is completion of an induction program the "preferred route" to earn a Clear Education Specialist Credential per Assembly Bill (AB) 2210?
    AB 2210 does not apply to individuals with a special education credential. All Preliminary Education Specialist Credential holders must complete a Clear Education Specialist Induction Program. The Clear Education Specialist Induction Program may be sponsored by a local education agency, a college or university, or a county or district intern program. There is no "Clear" program option in special education that is independent of induction.

11. Will the institutions of higher education (IHE's) be phasing out the Level II Education Specialist Credential programs?
    As with all other programs, it is the decision of the IHE to elect to offer the Level II Education Specialist Credential Program. The Level II Education Specialist Programs sponsored by colleges and universities and district/county offices will be phased out. The last date to enroll candidates in the Level II program is December 31, 2014 and final completion date is 01/31/2019.

The adopted Preconditions included in the prior Regulations required that if a program sponsor offers an Education Specialist Level I Program, then the sponsor MUST offer the Level II Program until the sunset date of the program. Title 5 Regulations identify the last date to enroll candidates in the Level I program as December 31, 2011. Since this date has passed, institutions are no longer required to offer the Level II program. Please keep in mind that colleges and universities must keep their Level II programs available for those individuals currently enrolled in the Level II programs.

Individuals in a Level II Education Specialist Program may transition to the new Clear Education Specialist Induction Programs. In addition, holders of Level I Education Specialist Credentials may complete the induction program option, in addition to the Level II content, to earn a Clear Education Specialist Credential.

12. May an induction program make a one-candidate-at-a-time determination about whether it is possible to serve any special education candidate?
    Yes. Each approved program should have clearly stated admission criteria and accept candidates based on the capacity of the program. This will include the availability of a Support Provider certified in the appropriate area and professional development resources in any given year.

Interns

A list of Commission-approved Education Specialist Programs may be found at http://cig.ctc.ca.gov/cig/CTC_apm/all.php. Select 'Education Specialist' and the specific specialty area.

1. Are there university and district intern programs offered in all seven specialty areas? Where can a list be found?
   Yes in all specialty areas except the Language and Academic Development. See http://cig.ctc.ca.gov/cig/CTC_apm/all.php on the Commission's webpage.

2. When a program transitions to the Preliminary program, does that mean their Intern program has also transitioned?
   Yes. See the list of program sponsors at http://cig.ctc.ca.gov/cig/CTC_apm/all.php on the Commission's webpage.

Level I Education Specialist Programs

A list of Commission-approved Education Specialist Programs may be found at http://cig.ctc.ca.gov/cig/CTC_apm/all.php. Select 'Education Specialist' and the specific specialty area.

1. If the holder of a Level I Education Specialist Credential completes an additional Preliminary specialty area, will the individual be issued a Preliminary or Level I Education Specialist Credential? Will the ASD authorization be added to the document and will the individual need to complete Induction or a Level II program? What if an individual completes Level I program in an additional specialty area?
   The answer depends upon the term of the Education Specialist Credential currently held (Level I, Level II, Preliminary or Clear) by the individual. See the chart at http://www.ctc.ca.gov/credentials/CREDS/special-ed-authorization-adding-full-speciality.pdf.

If this individual completes a Preliminary program, a five-year Preliminary credential in the new specialty area with the English learner and ASD authorizations will be issued.

Individuals who hold Level I Education Specialist Credentials have the option of completing a Level II program (and the two years of teaching experience) to qualify for the Level II Education Specialist Credential or completing an induction program to qualify for the Clear Education Specialist Credential. Individuals who hold Preliminary Education Specialist Credentials are required to complete an induction program to qualify for the Clear credential.

Remember that the Moderate/Severe Disabilities and Early Childhood Special Education specialty areas include a full Autism authorization regardless if the individual completes a Level I or Preliminary program.

2. If a candidate with a Clear or Life Learning Handicapped Specialist Credential earns an Education Specialist Credential in Moderate/Severe Disabilities, will the Education Specialist Credential be issued as a Clear credential?
   See question #13 on pages 20 and 21 in the Level II/Clear section for individuals who add a specialty are to a Level II or Clear Education Specialist Credential.

   The Level I Education Specialist Credential holder will need to work with a Commission approved Level II program sponsor or, if they choose, may enroll in a Commission-approved Clear Education Specialist Induction Program. The last date to enroll a candidate in the Level II program is December 31, 2014, and candidates must finish the Level II program by January 31, 2019.

   The holder of a Clear or Life special education teaching credential such as a Ryan Specialist Credential in Learning Handicapped or a Standard Restricted in Speech and Hearing Therapy, who subsequently completes a Preliminary Education Specialist Credential program (in any specialty area) will earn a Clear Education Specialist Credential with the English learner and ASD authorizations. Specialty areas cannot be added to the previously initially issued special education credentials. In addition, these individuals do not need to complete the Induction program. There is not an option to submit this type of application in the CTC Online recommendation process. See below for application processing.

   ***Application Processing**: For holders of Clear or Life Ryan, General or Standard special education credentials who complete a Preliminary specialty area(s) program, the program sponsor must submit a paper application for a Clear Education Specialist Credential. The ability to submit an application directly for the Clear credential is not an option in the CTC Online recommendation process. This is regardless if the Preliminary program also has a Commission-approved Clear Education Specialist Induction Program.*

   Recommendation form 41-SPED (http://www.ctc.ca.gov/credentials/cig2/CIG-leaflets/41-SPED.pdf), the appropriate processing fee, and applicable supporting materials must be included.

3. How does an approved Clear Education Specialist Induction Program work with candidates who hold the current Level I credential?
   If an approved Clear Education Specialist Credential Program elects to work with candidates who hold the current Level I Education Specialist Credential, the Clear Education Specialist Induction Program MUST ensure that the candidate's IIP addresses all the advanced content from the current Level II program. This option must be addressed in the sponsor's program narrative in the response to Program Standard I.

4. When a Level I credential holder completes a Clear Education Specialist Credential Induction Program, will he or she be recommended for a Level II or a Clear Education Specialist Credential?
   After meeting all of the Clear credential requirements including completion of a special education induction program plus the advanced content from the Level II program, the program sponsor will recommend for a Clear Education Specialist Credential. The candidate did not complete a Level II program so the individual cannot be issued the Level II Education Specialist Credential.

5. An educator previously completed a Level I credential program. Can they complete a new Level I program in a different specialty area?
   No, the Level I programs have all been phased out. See CIA 12-06 for additional information

Level II Education Specialist Programs and Clear Education Specialist Induction Programs

A chart with information on Induction Programs may be found at http://www.ctc.ca.gov/credentials/CREDS/special-ed-induction-program-responsibilities.pdf.

A list of Commission-approved Education Specialist Programs may be found at http://cig.ctc.ca.gov/cig/CTC_apm/all.php Select 'Education Specialist' and the specific specialty area.

1. Who can recommend for a Level II Education Specialist Credential?
   Only a Commission-approved program sponsor may recommend a candidate for the Level II Education Specialist Credential.

2. If an applicant is employed as a special education teacher but wants to earn both Clear general and special education credentials through completion of an induction program, must the *Verification of Unavailability of a Commission-Approved Induction Program* form stating that induction is not available be completed by an employer?
   No. The CL-855 (Verification of Unavailability of a Commission-Approved Induction Program) form is only required when an individual cannot enroll in a general education induction program to allow him/her to enroll in a Commission-approved General Education (Multiple and Single Subject) Clear Credential Program to earn the Clear general education credential.

3. How does the holder of both Preliminary general education and Preliminary special education credentials complete both induction programs if they are employed in either general or special education or in neither?
   Employment is not part of the criteria for concurrently completing the Clear Education Specialist Credential and Clear general education credential. The induction program must ensure that the individual has experiences with both general and special education students.

4. Can an individual with a Preliminary general education credential and a Level I Education Specialist Credential concurrently complete a district General Education (Multiple and Single Subject) Induction Program and a Level II Education Specialist Credential Program at a university by having the two entities work together?
   Yes. The induction program, university, employing agency and the credential holder will need to agree to work together.

5. If a general education credential holder completed a Commission-approved General Education (Multiple and Single Subject) Induction Program subsequently earns a Level I Education Specialist Credential, can they use completion of the General Education (Multiple and Single Subject) Induction Program to obtain a Clear Education Specialist Credential by completing a Clear Education Specialist Induction Program?
   Not completely. The individual must complete the Level II content—either in a Level II Education Specialist Program or an approved Clear Education Specialist Induction Program. What the individual does not need to do is a full induction program as the individual has already completed a general education induction program.

   In addition to the Level II content, the individual must demonstrate the skills in the Clear Education Specialist Credential Induction Program standards that are identified as unique to special education. The candidate needs to complete an individualized program that addresses the Education Specialist Credential specific requirements that were not a part of the general education induction program.

6. If a candidate has more than one specialty area listed on his/her Education Specialist Credential, can the individual complete only one induction program or does he/she have to complete requirements for each specialty area?
   Under the Clear Education Specialist Induction Program, it is possible to complete one induction program for more than one specialty area. The Individualized Induction Plan (IIP) needs to address all specialty areas listed on the individual's Education Specialist Credential.

7. Do Clear Education Specialist Induction Programs need to provide different paths for different authorizations?
   A Clear Education Specialist Induction Program is approved for individuals holding any of the specialty areas on the Preliminary or Level I Education Specialist Credentials. The Individualized Induction Plan (IIP) is an individualized process and most address the candidate's preliminary credential including the Transition Plan, teaching assignment, and career plans.

8. What is/are the equivalent hours for the 12 semester unit cap for the Clear Education Specialist Credential Induction Program?
   180 hours is equivalent to the 12 semester units.

9. Teachers have been informed that they no longer will need to complete ANY university courses to earn a Clear Education Specialist Credential. Is that correct?
   Candidates must complete an approved Clear Education Specialist Induction Program which may be offered by a school district, county office of education or an institution of higher education. The Clear Education Specialist Induction Program may include no more than 12 semester units of coursework. This is an option and an individual may not need to complete any coursework, may opt to complete some, or complete up to 12 semester units of coursework at a college or university.

   If an individual holds the Level I Education Specialist Credential, he or she must complete the content required by the 1997 Level II Education Specialist program. Should a candidate want to earn the new Clear Education Specialist Credential, the program sponsor will need to ensure through the Individualized Induction Plan (IIP) that the teacher completely addresses the content in the 1997 Level II Education Specialist Credential content.

Content previously included in the Level II program has been moved to the Preliminary Education Specialist Credential Program including, but not limited to, transition, technology, and more on behavioral, emotional and environmental supports. It is highly likely that the individual will need to complete coursework at a college or university to satisfy the requirements of the Level II Education Specialist Credential. [See Level II content lists for each of the 6 content areas (there were no Level I Language and Academic Development programs) at http://www.ctc.ca.gov/educator-prep/standards/level-II-content-for-induction.pdf.] If this additional content must be completed, this is separate from the 12 semester unit limit for the Clear Education Specialist Induction Program.

10. How would you advise the holder of a Level I Education Specialist Credential? Should they finish their Level II program at a college or university or should the candidate complete the new Clear Education Specialist Induction Program?
    This is a decision that the candidate must make depending on the expiration date of their Level I Education Specialist Credential and the availability of the new Clear Education Specialist Induction Program. If a candidate wants to complete the new Clear Education Specialist Induction Program, the induction program sponsor will need to ensure through the Individualized Induction Plan (IIP) that the teacher has completed the Level II credential content that has been moved to the Preliminary Education Specialist Credential Program.

11. There are many Preliminary Multiple Subject Credential holders who did not find a job and are finishing a special education credential program. How will that work with induction?
    An individual may concurrently complete one induction program for both general and special education. The individual would be completing both the General Education (Multiple and Single Subject) Induction Program and the Clear Education Specialist Induction Program. However, the induction program sponsor must have both a Commission-approved general education and special education induction program and ensure experience with both general and special needs students. This could also be done concurrently through an agreement with a program sponsor with the General Education (Multiple and Single Subject) Induction Program and another program sponsor with the Clear Education Specialist Induction Program. The induction program, university, employing agency and the credential holder will need to agree to work together.

12. Can completing a Clear Education Specialist Induction Program meet the Level I technology requirement for the Preliminary or Level I Education Specialist Credential?
    No. The content related to the technology requirement is included in the Preliminary preparation program for both general education and special education. The candidate must complete a course from a Preliminary multiple subject, single subject or education specialist preparation program.

13. If an individual adds an additional specialty area to their Level II or Clear Education Specialist, what is the term of the new credential issued by the Commission?
    See question #2 on page 17 in the Level I/Preliminary section for individuals who add a subject to a previous initially-issued Ryan, Standard or General special education credential.

    The answer depends upon the term of the Education Specialist Credential currently held (Level I, Level II, Preliminary or Clear) by the individual. See the chart at http://www.ctc.ca.gov/credentials/CREDS/special-ed-authorization-adding-full-speciality.pdf.

    Holders of Level II Education Specialist Credential may complete a Preliminary specialty area(s) program and will be issued a Clear Education Specialist Credential with an ASD authorization.

There is not an option to submit this type of application in the CTC Online recommendation process. See below for application processing for the Preliminary credential See below for application processing.

Holders of Clear Education Specialist Credentials may complete another Preliminary specialty area program and add the new specialty area to their Clear credential. These individuals do not need to re-verify completion of an Induction program and will be issued a new Clear credential with the additional specialty area(s). There is not an option to submit this type of application in the CTC Online recommendation process. See below for application processing.

Application Processing: *For holders of Clear Education Specialist Credentials who complete another Preliminary specialty area(s) program, the program sponsor must submit a paper application for a Clear Education Specialist Credential. The ability to submit an application directly for the Clear credential is not an option in the new CTC Online recommendation process. This is regardless if the Preliminary program also has a Commission-approved Clear Education Specialist Induction Program.*

Recommendation form 41-SPED (http://www.ctc.ca.gov/credentials/cig2/CIG-leaflets/41-SPED.pdf), the appropriate processing fee, and applicable supporting materials should be included.

14. When the holder of a Clear or Level II Education Specialist Credential completes an additional full specialty area, what type of ASD authorization will be issued?
    Holders of Clear Education Specialist Credentials could have previously held a Level I Credential and completed an induction program to earn their Clear credential so would not have earned an ASD authorization through program completion. If the individual had previously completed a Level I Credential which does not include the ASD coursework or has not subsequently earned an Added Authorization in Special Education in ASD, the ASD authorization will be added to the Clear Education Specialist Credential along with the additional specialty area only if the additional specialty area completed is a 'Preliminary' specialty area program. Remember that the Moderate/Severe Disabilities and Early Childhood Special Education authorization, Level I or Preliminary, includes a full Autism authorization therefore the ASD authorization is not listed on these documents.

15. What about the lack of Commission-approved Clear Education Specialist Induction Programs and/or Support Providers in rural areas?
    Candidates have options to complete the induction program. The holder of a Level I or Preliminary Education Specialist Credential has the option to select an approved Clear Education Specialist Induction Program sponsored by an institution of higher education, a county office, or a school district. In addition, the holder of a Level I Education Specialist Credential may complete the Level II program at an approved institution of higher education. A list of approved Clear Education Specialist Induction Programs may be found at: http://cig.ctc.ca.gov/cig/CTC_apm/all.php (select 'Education Specialist: clear' from the pop up menu).

16. Can a general education credential holder serve as the day-to-day Support Provider for a teacher participating in a Clear Education Specialist Induction Program if a specialty area-matched special education Support Provider gives the teacher expert content support. Would that meet the intent of the standards or does the day-to-day Support Provider need to be a specialty area-matched special education credential holder?

As an alternative, if a specialty area-matched Support Provider is unavailable for a Preliminary Education Specialist Credential holder, a general education Support Provider could serve as the day-to-day Support Provider but an additional specialty area-matched Support Provider needs to be available when content specific support is needed. The specialty area teacher needs to be identified and assigned specifically to the participating teacher. In addition, there must be formal, planned contact between the teacher and the specialty-area matched Education Specialist Credential holder on a regular basis. See the example below.

For example, if a individual holds a Preliminary Education Specialist Credential in Visual Impairments (VI) and a Support Provider with VI certification is not available to serve as the day-to-day Support Provider, a Support Provider with an Education Specialist Credential in Mild/Moderate Disabilities or Moderate/Severe Disabilities could serve as the day-to-day Support Provider while an individual with VI certification would be consulted when content specific support is needed.

This is not to imply that it is acceptable for a program to design it Support Provider–Participating Teacher matching process to begin with this alternative process. There needs to be a good faith effort to identify and use Support Providers who holds the same Education Specialist certification as the Preliminary Education Specialist Credential holder.

17. Will the Support Provider (SP) need to have a corresponding special education credential to support a Participating Teacher (PT)? Are there any other options?
    The SP/PT match MUST be in the same content area of the special education candidates. It is possible for a participant to have more than one support provider to meet the daily support and content specific support during the induction program.

18. Will the PT be required to take additional coursework while in a Clear Education Specialist Induction Program?
    The candidate's Transition Plan will guide the development of the IIP. The specific course of action for each participant will be detailed on the IIP. College or university coursework may be included, up to a maximum of 12 units or 180 hours. Holders of Level I Education Specialist Credentials completing the Clear program will more likely need to complete the additional content that is currently in the Level II program at a college or university. The 12-unit maximum does not apply to those candidates holding a Level I credential completing the additional content.

Authorization and Assignment Issues

A chart with the changes in authorization for Education Specialist Credentials may be found at http://www.ctc.ca.gov/credentials/CREDS/special-education-chart.pdf.

Providing Appropriate Instructional Services

1. Is the holder of an Education Specialist Credential in Mild/Moderate Disabilities authorized to provide instruction and services to severe or profound mental retardation/intellectual disability to students with special needs students?
   No. The holder of a credential in Mild/Moderate Disabilities is not authorized to provide instruction or services in a special day class or other setting to special needs students requiring instructions and services for severe disabilities. A teacher must hold a credential to serve each of the disability categories for students in the class as set forth in the Individual Education Program (IEP). For an individual student, an IEP team may determine that, based on assessments and the goals in the IEP, an alternate placement may be appropriate for the Least Restrictive Environment.

The IEP determines the student's needs and the rationale for the particular services and placement of the individual student.

2. Education Code section 52860 indicates that special education services may be provided to general education students who have not been identified as students with disabilities and this concept is part of our district's implementation of Response to Instruction and Intervention (RtI^2). Why does the Commission restrict the ability of special education teachers to teach general education students?
   Education Code section 52860 provides provisions and exceptions related to funding requirements. The section does not authorize the provisions of instruction or services. The Commission's authority rests in the area of authorizations and appropriate assignment and the Commission may only respond to questions concerning those areas. The authorization statements on the credential reflect the training and preparation of that teacher. Holders of Education Specialist Credentials are prepared to teach special needs students and receive limited preparation in the area of general education.

   Special education credentialed teachers are not authorized to provide instructional services to general education students who are not on an IEP in any type of setting or program unless the individual also holds the appropriate general education credential in the subject area and grade level of the assignment. If a teacher has dual credentials in both special and general education (common for the previously issued Ryan Specialist Instruction Credential holders), the teacher is authorized to provide instruction to both general and special education students within the authorized areas noted on those documents.

   Holders of Education Specialist Credentials or Resource Specialist Certificates/Added Authorizations may support general education students and teachers through a collaborative or co-teaching model by working in the general education classroom to reinforce the lessons provided by the general education teacher.

3. Can the holder of a Preliminary or Level 1 Education Specialist Credential in Mild/Moderate Disabilities teach students with a disabling condition of Other Health Impaired (OHI) that is not secondary to Attention Deficit Disorders (ADD)?
   Yes. The Preliminary and Level I Education Specialist Programs includes content in the full federal disability category of OHI for the Mild/Moderate Disabilities authorization; therefore, the authorization was expanded to include full OHI for both credentials with no limitations including the previously issued Ryan Specialist Credential in Learning Handicapped.

4. Can teachers with Education Specialist Credentials in Mild/Moderate Disabilities be placed in an Emotionally Disturbed (ED) classroom setting?
   Yes. Holders of Education Specialist Credentials in Mild/Moderate or Moderate/Severe Disabilities continue to be authorized to provide instruction to special needs students with a disability of Emotional Disturbance. Holders of previously initially issued special education credentials that authorized teaching specific learning disabilities or mild/moderate mental retardation (i.e. Learning Handicapped, Standard Limited Mentally Retarded, etc.) are not authorized for these assignments.

   The holders of specific credentials who taught full-time for at least one year prior to September 1, 1991 in a special education class in which the primary disability was ED have been allowed to teach special needs students identified with ED. This assignment option was established to provide sufficient time for the Commission to develop programs in the disability area of ED. This option

became obsolete as there are numerous sponsors offering programs in this area. Individuals employed using this option prior to July 1, 2010 may continue to serve in their assignments but no new individuals may be placed based on this option after July 1, 2010.

5. Title 5 section 80046.5 states that credential holders are authorized to instruct students in the primary disability but does not state whether the credential holder must be authorized to instruct the secondary disability. Is this true?
   According to California Department of Education (CDE), the designation of primary and secondary disabilities are in use only for eligibility reporting purposes only. A student may actually be identified with a variety of different disabilities not limited to two. The IEP determines all special education instruction and services necessary for the special needs student. Previously, under prior funding models, common practice was to designate as primary the disability area that required more intensive level of services be provided often with more frequency than the other identified disability categories. In many cases, the frequency of services led to placement in a special education classroom based on that disability area noted as primary. The section of regulations actually indicates that the teacher must hold an appropriate credential or added authorization for teaching the primary disability of pupils in a special education class.

   The intent was that training, preparation and authorization of the teacher in a self-contained or departmentalized special education class matched the primary disability of the students as the placement indicated a need for more intensive and/or frequent specialized academic instruction and services for this disability. However, the IEP indicates all necessary specialized academic instruction and related services required for the special needs students in the Least Restrictive Environment (LRE) based on all goals and assessments. An individual must hold an appropriate authorization to provide the related services or instruction indicated for a special needs student as determined by the IEP process. For example, a student may be reported for eligibility with a primary disability of Emotional Disturbance and a secondary of Deaf and Hard-of-Hearing (DHH.) The IEP indicates instruction and services based on all goals and assessments. If specialized academic instruction or services are required in the area of DHH, then they must be provided by an appropriately prepared and authorized individual. There are many different service delivery models that may only involve push-in or consultative itinerant services; however, the frequency and types of services needed are determined by the IEP team. The Commission does not review how the services are provided or the frequency only that an appropriately authorized individual is identified for providing the services and instruction indicated in the IEP.

6. What falls under "Other Health Impairment"?
   See the definition for this area in the Federal Disability Definitions at http://www.ctc.ca.gov/credentials/CREDS/federal-disability-definitions.pdf.

7. Most holders of Education Specialist Credentials in Mild/Moderate Disabilities provide services to students in the areas of Autism, Emotional Disturbance, and Other Health Impaired. If there are students that need services in each of these disability areas in a single class, does the teacher need an authorization for every area?
   Yes. An individual must hold an authorization to provide services as determined by the IEP. In this specific example, the holder of an Education Specialist Credential in Mild/Moderate Disabilities holds an authorization for Emotional Disturbance and Other Health Impaired. Education Specialist Credentials in Mild/Moderate Disabilities issued prior to the recent changes ***do not*** *include an authorization for Autism. Individuals with this credential would need to obtain an authorization such as an AASE in Autism Spectrum Disorders.*

8. Is an Education Specialist Credential in Moderate/Severe Disabilities appropriate for Traumatic Brain Injury or Other Health Impairment?
   No. See the chart at http://www.ctc.ca.gov/credentials/CREDS/special-education-chart.pdf in the Administrator's Assignment Manual.

9. Does Multiple Disabilities mean a classroom of students placed together but with a variety of different disabilities?
   No. "Multiple Disabilities" is a federal disability category defined in Title 34 of Federal Regulations. The definition below may also be accessed along with all of Title 34 disability definitions at http://www.ctc.ca.gov/credentials/CREDS/federal-disability-definitions.pdf. The definition does not relate to multiple disabilities in one classroom but rather an identification of an individual student with multiple disabilities as defined in federal regulations.

   > *Multiple disabilities means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include Deaf-Blindness.*

   A student may be identified with multiple disabilities as the primary disability as well as a low incidence secondary disability for funding purposes. Only an authorization for multiple disabilities would be required in this scenario since this is a concomitant impairment as long as the secondary disability is not Deaf-Blindness.

10. What type of documentation is required to place a teacher in an alternate special education placement?
    The local employing agency must determine the necessary documentation that will allow the agency to provide the information to the county office for assignment monitoring purposes. The Commission recommends that this information be provided in writing by the district to the county.

    The Commission suggests that the county obtain the following information on special education assignments in order to complete assignment monitoring:
    1. ***Site Information*** *(district level, school site or, if itinerant, information by school site)*
    2. ***Teacher Information*** *(credentials, authorizations, waivers, local assignment options, etc.)*
    3. ***Student Information*** *[disability area, alternate placement if indicated in the IEP (services required), EL information, etc.]*
    4. ***Assignment Information*** *(How is this teacher providing services to students? Push-in, pull-out, self-contained or departmentalized setting? Is this teacher providing RSP services?)*

11. What are some examples of alternate placements and how the particular special education services would be provided?
    The most common 'alternate' placement is for a student who has been determined to need services in the area of Autism is placed, by determination of the IEP team, in a setting with the holder of a Specialist Instruction Credential in Learning Handicapped or an Education Specialist Credential in Mild/Moderate Disabilities. This determination is made by the IEP for an individual student based on assessments, goals, and LRE.

12. Can the holder of a special education teaching credential in the specialty areas of Mild/Moderate or Moderate/Severe Disabilities provide instruction to students identified with Orthopedic Impairments (OI), Visual Impairments (VI) and Deaf and Hard-of-Hearing (DHH) if the IEP indicates that it is an alternate placement?

Title 5 section 80046.5 indicates that a teacher must hold a credential to serve each of the disability categories for students in the class as set forth in the IEP. An IEP team may determine that, based on assessments and the goals in the IEP, an alternate placement may be appropriate for an individual student. The IEP determines the student's needs and the rationale for the particular services and placement of the individual student. However, this section of regulation does not replace the statutory requirement in Education Code section 44265.5, shown below, that students with VI, DHH and OI disabilities must receive instruction and services from an appropriately authorized teacher.

Education Code section 44265.5.

(a) Pupils who are visually impaired shall be taught by teachers whose professional preparation and credential authorization are specific to that impairment.

(b) Pupils who are deaf or hard of hearing shall be taught by teachers whose professional preparation and credential authorization are specific to that impairment.

(c) Pupils who are orthopedically impaired shall be taught by teachers whose professional preparation and credential authorization are specific to that impairment.

There are a variety of service delivery models for VI, DHH and OI students that include placement in a Mild/Moderate, Moderate/Severe Disabilities or Resource Specialist (RSP) setting but also include itinerant teachers authorized in the appropriate specialty areas providing consultative services to the M/M, M/S, RSP or even general education teacher as well as specific instructional modifications and services to the student. They may also choose to have the specific specialty area teacher push-in to the classroom or even co-teach depending on the service delivery model. For those students placed in alternate placements, the question from the county for assignment monitoring would be who is providing the necessary consultative, instructional modifications and related services for the OI/VI/DHH student. The possible provision of these services on an itinerant basis and the frequency of such services would be determined through the IEP process.

To provide further explanation, a link to a CDE document that describes a variety of service delivery models for service to DHH students is found at the following link: http://www.cde.ca.gov/sp/ss/dh/documents/proguidlns.pdf#search=prelingually%20deaf&view=FitH&pagemode=none.

13. What special education specialty area authorizes instruction for students identified with an Intellectual Disability?

New federal legislation (Rosa's Law) replaces the term "mental retardation" with the term "Intellectual Disability." President Obama signed "Rosa's Law" initiating this change in November 2010. The federal government still has implementation to complete related to this legislation including changing the name in the Code of Federal Regulations Title 34. The Commission will not change any of our credentials or information until the federal government changes the name in the Code of Federal Regulations Title 34. In the meantime, it is our understanding that the California Department of Education is accepting either term, Mental Retardation or Intellectual Disability (MR/ID) for special education data reporting which is why some districts are reporting under the new disability area name.

There is no change for assignment monitoring other than that some districts may report under the new name of Intellectual Disability rather than Mental Retardation. The Mild/Moderate Disabilities specialty area will still authorize mild to moderate Intellectual Disabilities or Mental Retardation and the Moderate/Severe Disabilities specialty area will still authorize moderate to

severe or Profound Intellectual Disabilities or Mental Retardation. There has always been some overlap in the moderate range for this disability area.

14. What is Specialized Academic Instruction (SAI)?
    Specialized Academic Instruction (SAI) is a method of delivering instructional services to students with disabilities. It is an instructional delivery model, ***not*** *a program. It can be used to describe instructional services on the IEP and for reporting on the California Department of Education (CDE) data system. SAI was added as a new reporting field to describe the special education instructional time a student receives. SAI is* <u>*not*</u> *a federal disability area so should not be used when reporting information for appropriate assignment to the Commission.*

    The definition of SAI comes from the IDEA federal regulations (August 2006): Specially designed instruction: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. [Code of Federal Regulations, Title 34, Section 300.39(b)(3)].

    The Commission does not have a credential or authorization specific to SAI because it is considered a broad reporting term that only indicates that a student is receiving special education instruction. Additional information would be necessary to determine if a teacher held a credential, certificate or authorization appropriate to the special education assignment. The focus would be on the disability area(s) of the students and the services being provided as set forth in the IEP.

    Questions concerning special education service delivery, the CDE database, and other special education issues should be directed to the Special Education Division of the CDE at specedinfoshare@cde.ca.gov or 916-445-4613.

<u>*Autism Spectrum Disorders*</u>

15. If an individual holds a Level II Education Specialist Credential and adds an Autism Spectrum Disorders Added Authorization, will that individual be restricted to serving special needs students in grades kindergarten through adult?
    The grade level authorization will depend upon the specialty area listed on the Education Specialist credential. For example, an individual with the specialty area of Mild/Moderate Disabilities will be authorized to serve kindergarten through age 22 while individuals with the specialty area of Deaf and Hard- of-Hearing will be able to serve students from birth to age 22.

16. Is the holder of a Communication Handicapped Specialist Instruction Credential appropriate to serve in a classroom to teach students with ASD?
    Since 1988, the holder of a Specialist Instruction Credential in Communication Handicapped who taught full-time for at least one year prior to September 1, 1991 in a special education class in which the primary disability was Autism has been allowed to teach special needs students with Autism. This assignment option was established to provide sufficient time for the Commission to develop programs in the disability area of Autism. This option became obsolete as there are numerous sponsors offering programs in this area. Individuals employed using this option prior to July 1, 2010 may continue to serve in their assignment but no new individuals may be placed based on this option after July 1, 2010.

17. Do Adapted Physical Education Certificate/Added Authorization holders have to hold the added authorization in Autism?
Holders of an Adapted Physical Education (APE) Certificate/Added Authorization do not need the ASD authorization to provide Adapted PE instruction to students with Autism. The APE Certificate/Added Authorization is not a valid prerequisite for the AASE in ASD.

APE holders may provide instruction and services specifically in adapted physical education to special needs students precluded from general physical education or a specially designed program in a special class. The assessment of the special needs student indicates whether adapted physical education services are necessary and these services are provided by the holder of an APE Certificate/Added Authorization across disability areas.

18. Can a school district hire a special education credentialed teacher who is enrolled in a program to receive the ASD authorization, but does not currently possess it?
No. Enrollment in a program is not an authorization to serve.

Employing school districts have options available to provide services in the area of Autism. Assembly Bill (AB) 2302 established an alternate route for assigning holders of specific special education credentials to provide Autism instructional services by amending Education Code section *44265.1. While the provisions of this statute were to be inoperative on July 3, 2011, AB 2160 extends the sunset date to October 1, 2013. Specific requirements for this local teaching assignment option can be referenced in Coded Correspondence 10-15 (http://www.ctc.ca.gov/notices/coded/2010/1015.pdf).*

AB 131 established Education Code section *44265.2 authorizing instructional services to students with Autism ages three and four by holders of an Education Specialist Credential in Moderate/Severe Disabilities became inoperative on August 11, 2011. There was no legislation to expand the sunset date for this option.*

Effective July 9, 2009, there is also an option for a SELAP in Moderate/Severe Disabilities (which authorizes services in Autism in grades K-12 up to age 22) and in Early Childhood Special Education (which authorizes services in Autism for ages birth to pre-kindergarten) for the holder of special education credentials in another specialty area. The permit may be issued for three one-year periods in any Education Specialist Teaching Credential specialty areas. There are specific renewal requirements for renewal. An individual holding this permit may be assigned to serve while they are completing the coursework for an Added Authorization in Special Education or a full authorization in a specialty area. The leaflet may be found in this link: http://www.ctc.ca.gov/credentials/leaflets/cl889.pdf.

There are also approved Added Authorizations in Special Education (AASE). The leaflet for the AASE in ASD may be referenced at http://www.ctc.ca.gov/credentials/leaflets/cl890.pdf. A list of currently approved AASE programs in Autism Spectrum Disorders may be found at http://134.186.81.79/fmi/xsl/CTC_apm/recordlist_ESAAasd.html.

19. If the holder of an Early Childhood Special Education Credential also holds a Mild/Moderate Disabilities specialty area (issued prior to the date that ASD was included in the authorization), can they earn an AASE in ASD for the Mild/Moderate Disabilities specialty area?
Yes, in some cases. Holders of Early Childhood Special Education Credentials combined with any specialty area except Moderate/Severe may add an ASD AASE if it will expand their authorization

to serve students with autism. This is for individuals who completed a Level I program as the Preliminary program includes an ASD authorization.

20. Is there ever a time when the holder of a Clear Education Specialist Credential could add an AASE in ASD?
    Yes, a Clear Education Specialist Credential holder may add an ASD AASE if the individual held a Level I Credential or other previously initially issued special education credential prior to earning a clear credential. The ASD authorization is earned in the Preliminary program not in the Level I or Level II program.

<u>Resource Specialist</u>
A chart showing Special Education Documents Eligible to Earn Adapted Physical Education, Early Childhood Special Education and Resource Specialist Added Authorizations may be found at: http://www.ctc.ca.gov/credentials/CREDS/APE-ECSE-RSP-chart.pdf.

21. There is some confusion regarding resource specialist (RSP) services. Is there a 50% rule regarding the disabilities a resource teacher may serve? There are some who believe a resource teacher's assignment may not serve a single disability for more than 49% of their day/assignment.
    Based on authorization and appropriate assignment, there is not a 50% rule regarding the disability areas the RSP teacher may provide. RSP services include instruction and services for students enrolled in the resource specialist program whose IEP has them assigned to a regular classroom for a majority of a school day. The confusion related to 50% may stem from the statement that the special needs student's IEP places them in a general education classroom for the majority of the day.

    The resource specialist services are defined in regulations for students who's IEP indicates -
    1. *Instruction in a general education classroom for more than 50% of their school day*
    2. *Pull-out or push-in instructional support services designed to help students progress in the general education program (less than 50 % of the school day).*

22. Does the RSP Certificate/Added Authorization serve all disabilities? Is an authorization required for any other areas?
    The RSP Certificate and the RSP Authorization on the Education Specialist Credential authorizes providing <u>resource</u> services across all disability areas. Since resource specialist competencies are part of the Education Specialist programs core coursework, they are not disability specific, and resource employment settings need not be limited to the authorization listed on the credential. The resource specialist may provide instruction and services for students who have special needs identified in an Individualized Education Program (IEP) and who are assigned to regular classroom teachers for a majority of a school day.

    If a resource specialist does not possess the knowledge or skill to serve a particular student in a specific area, the IEP should state who will provide those services and/or consult with the resource specialist. This most often occurs with students who have low incidence disabilities such as Deaf and Hard-of-Hearing, Physical and Health Impairments, or Visual Impairments as well as Autism.

23. If the holder of an RSP authorization has a caseload of students identified for resource services that include the primary disability categories of Autism, Traumatic Brain Injury, and Emotional Disturbance, is he or she required to hold authorizations for all three areas?

No. The RSP Certificate/Added Authorization and the RSP Authorization on the Education Specialist Credential authorizes providing resource services across all disability areas.

If a resource specialist does not possess the knowledge or skill to serve a particular student in a specific area, the IEP should state who will provide those services and/or consult with the resource specialist. This most often occurs with students who have low incidence disabilities such as Deaf and Hard-of-Hearing, Physical and Health Impairments, or Visual Impairments as well as Autism.

24. Is an individual with an Education Specialist Credential in Mild/Moderate Disabilities authorized to teach a student designated under Autism Spectrum Disorders (ASD) if that student's IEP dictates that the students attend general education classes with only RSP support?
    Yes. The holder of an Education Specialist Credential in Mild/Moderate Disabilities is authorized to provide resource services. The holder of an RSP Certificate/Added Authorization or Education Specialist Credential may provide resource instruction and services across disability areas to students with an IEP indicating enrollment in a resource program as described in this section.

Speech-Language Pathology Services Credential

25. Is there a change in allowing Speech-Language Pathology Services Credential holders to teach students with ASD if they have a Special Class Authorization on their document?
    No. Holders of Speech-Language Pathology or Clinical or Rehabilitative Services Credentials in Language, Speech and Hearing with a Special Class Authorization may provide speech therapy services as well as provide academic instruction to students with special needs identified with the disability categories of Autism and Speech and Language Impairment (SLI).

26. If a student's primary disability is speech and language impairment and the secondary disability is Autism, is the teacher required to hold an Autism authorization?
    Yes. The teacher must hold an authorization to provide all services as determined necessary by the IEP. See question # 5 on page 25.

27. What credential is currently issued to authorize instruction for K-12 Speech-Language Impaired students in a special day class?
    The only currently issued authorization to teach Speech and Language Impaired is the special class authorization available to holders of the Clinical or Rehabilitative or the Speech-Language Pathology Services Credentials in Language, Speech and Hearing.

    Additionally, a new specialty area in Language and Academic Development (LAD) is now available for the Education Specialist Credential. An individual holding an Education Specialist Teaching Credential: LAD is authorized to provide instructional services to students with special needs across the federal disability areas; however, it is limited to serving students identified with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas. The Commission believes that most of the students taught by the LAD authorization will qualify for special education services in the Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Speech and Language Impairment areas. See the FAQs on the LAD specialty area authorization at http://www.ctc.ca.gov/educator-prep/special-education-docs/Special-Ed-LAD-FAQ.pdf.

28. Where are the requirements to meet the Special Class Authorization?
    See the leaflet at http://www.ctc.ca.gov/credentials/leaflets/cl879.pdf and the list of approved programs at http://cig.ctc.ca.gov/cig/CTC_apm/all.php.

29. Are Short-Term Staff Permits, Provisional Internship Permits, or Special Education Limited Assignment Permits appropriate to provide speech and language therapy services?
    No. Only the Speech-Language Pathology or Clinical or Rehabilitative Services Credentials are appropriate. Short-Term Staff Permits, Provisional Internship Permits, or Special Education Limited Assignment Permits are teaching authorizations and are not appropriate to provide speech and language therapy services.

Audiology

30. Does a school nurse credential cover Audiology or is the Audiology authorization needed?
    Audiology has a separate specific authorization that does not fall under the school nurse authorization. See Section M on Health Services in the Commission's Administrator's Assignment Manual at http://www.ctc.ca.gov/credentials/manuals-handbooks/Administrator-Assignment-Manual.pdf for the full authorization for the School Nurse Credential as well as some local assignment options concerning hearing tests.

California Department of Education Contact Information

31. If parents have questions about appropriate services being provided to their child, who can they contact at the California Department of Education?
    The Procedural Safeguards Unit at the California Department of Education is designed to provide technical assistance information and resources for parents, school districts, advocates, agencies and others of procedural safeguards regarding students between ages 3 and 21 with disabilities and their educational rights.

    Toll-free Help Line: 800-926-0648; Weekdays, 9:00 a.m. to 4:00 p.m.

    Videophone Line: 916-374-7182 (deaf/hard of hearing); Weekdays, 9:00 a.m. to 4:00 p.m.

    Email: speceducation@cde.ca.gov

    FAX: 916-327-3704