

Special Education Teaching and Services Credentials

Frequently Asked Questions

Education Specialist Credential – General Questions

1. Why did the Commission withdraw two sections of the proposed regulations in June 2010? When might the Communication Development authorization be put in place?

There was sufficient opposition to the regulations concerning the Communication Development authorization and the Speech-Language Pathology (SLP) Services Credential sections of the regulation. The Commission chose to withdraw these two sections to allow the rest of the proposed teaching credential regulations to be implemented. The Commission has started the regulatory process for the SLP Services Credential and plans to start the Communication Development authorization in late 2010.

2. How long will candidates have to earn a clear credential after their preliminary credential is issued?

The clear credential must be earned within five years from the date of issuance of the Preliminary Education Specialist Credential.

Application Processing

1. In the current Level II program, who can recommend for a Level II-Education Specialist Credential?

Only an approved program sponsor may recommend a candidate for the Level II Education Specialist Credential. This may be an institution of higher education (IHE) or a district-or county-sponsored Education Specialist Intern Program.

2. When a Level I credential holder completes a Clear Education Specialist Credential program, will he or she be recommended for a Level II or a Clear Education Specialist Credential?

The individual will be recommended for a Clear Education Specialist Credential. The clear credential requires completion of an induction program. After meeting all of the clear credential requirements 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 credential.

3. If an individual completes a Level II Education Specialist program and also an Added Authorization (AASE) in Autism Spectrum Disorders (ASD) program, would the program recommend for the Level II with the added authorization of ASD not the clear Education Specialist Credential which includes ASD?

If the holder of a Level I Credential completes the Level II Education Specialist program and an approved Added Authorization in ASD program, the program sponsor will recommend for a Level II Education Specialist with the Added Authorization in ASD.

The same is true if the holder of a Level I Education Specialist completes the Clear Education Specialist Credential program and an Added Authorization in ASD program; the program sponsor will recommend for a Clear Education Specialist with the Added Authorization in ASD. While the Commission's data base and online recommendations have been updated for the Level II credential to include the AASE in ASD, as of the date of publication of these FAQs, the data base has not been updated for the Clear Education Specialist Credential. The Commission will notify our stakeholders when the data base is updated.

As a reminder, completion of the Clear Education Specialist Credential 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 program. Otherwise the candidate must complete the AASE with ASD program to earn the ASD authorization.

Autism Spectrum Disorders

1. Is there a difference between “autism” and “autism spectrum disorders”?
No. Autism Spectrum Disorders is the more formal name.
2. What is the timeline for the Autism Spectrum Disorder (ASD) requirements to be included in the preparation program?
The ASD content is included in the preliminary programs under the new standards. Programs are starting the new preliminary programs on different dates. Candidates will need to check with the individual program.
4. If an individual receives a Level I Education Specialist Credential in Mild/Moderate, is autism content in their program?
No. The autism content is included in the new preliminary program. The Level I credential holder will need to earn the Added Authorization in Autism Spectrum Disorders.
3. Do the new preliminary programs include an Autism Spectrum Disorders authorization?
Yes. Autism Spectrum Disorders content is included in all specialty areas in the programs under the new standards authorization to teach special needs students in the area of autism is included in the preliminary authorization.
5. Will the Added Authorizations in Special Education (AASE) be included in the Level II program? If not, it is possible to earn an AASE while holding a Level I Credential?
Individuals holding a Level I Credential may earn an AASE. In addition, the AASE coursework may be used towards the requirements for the Level II or 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.

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 will need to be directed to the California Department of Education at jdigmon@cde.ca.gov or 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 listed on the document.
3. Can you explain the subject-matter competence requirements for the old/transitioning Level 1 credentials as well as Early Childhood Special Education (ECSE) credential holders?

The subject-matter competency requirements for the Level I Education Specialist Credential have not changed including that the ECSE credential is exempt from this requirement. See the chart at the link noted above.

4. For the preliminary credential, can any subject area exam be used for the Education Specialist Credential?

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 examination for the multiple subject or single subject areas of art, English, foreign language, mathematics including foundational-level mathematics, music, science including foundational-level and specialized science, and social science. In addition, an individual may complete an approved subject-matter program in the single subject areas.

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

Transition Plan and Individualized Induction Plan (IIP)

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 in their induction program on deaf and hard-of-hearing. If so, should 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.

Teaching Experience Requirement

1. Is the two years of experience still required to earn the Level II 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 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 clear Education Specialist Credential?

Teaching experience is not required. However, while completing the induction program, an individual will need ‘experiences with students’ who have been identified as special education. The individual does not have to be employed as the teacher of record in special education.

3. Must a general education teacher be employed to earn a clear credential general education credential?

No. If the individual finds an approved general education induction program (may not be a clear general education 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.

4. 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 special education credentials, the individual must enroll and concurrently complete a Commission-approved induction program for both general and special education. The induction program must ensure that the individual has experiences with both general and special education students.

5. Is it foreseeable that an instructional assistant (aide) could “have the experiences” with children to earn the clear 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 must agree that the experiences are acceptable.

6. Can an induction program require verification of employment?

Not for the special education induction program.

Certificate of Eligibility

1. Is the Certificate of Eligibility going away? Will candidates earn a preliminary?

The Certificate of Eligibility will not be issued to individuals who complete the new preliminary Education Specialist Credential programs. Instead, a five-year preliminary credential will be issued. The Certificate of Eligibility remains an option for Level I completers.

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 credential?

Yes. An individual must apply for the Level I Education Specialist Credential. The candidate submits a completed application form 41-4 and one-half of the current application fee. The candidate will receive a Level I Education Specialist Credential valid for five years and may enroll in a special education induction program.

3. Can an applicant obtain their Level I Education Specialist Credential without being employed? We thought they had to get the Certificate of Eligibility if they did not have employment and apply for Level I upon offer of employment.

Yes. The individual has a choice to apply for the Level I Education Specialist credential even if not employed. Individuals have the option of the Certificate of Eligibility or the Level I Credential. 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 credential program and since individuals who hold Level I credentials may enroll in the clear credential program, the Verification of Employment as an Education Specialist form (CL-777.1) will be discontinued. It is no longer necessary to submit a CL-777.1 when an individual upgrades a Certificate of Eligibility to a Level I.

4. If a teacher 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 credential.

5. If a person receives a Certificate for Eligibility, does that release the program sponsor from recommending the person for their credential when the time comes? Can the individual apply for their Level I credential either through their employer or directly to the CTC?

If the person has the Certificate of Eligibility then the individual or employer will apply to the Commission for the Level I credential not the program sponsor. The program sponsor may submit the application for the Level I but it is not a recommendation so it would be a paper application.

6. If the new Preliminary Education Specialist Credential cannot earn the Certificate of Eligibility, is the verification of employment form needed?

There are no Certificates of Eligibility issued for the new preliminary Education Specialist Credential regardless of employment status thus the need for the CL-777.1(Verification of Employment 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 Credential.

Education Specialist Program Approval

1. What are the transition dates for Level I and Level II programs?

According to the Title 5 regulations, the last date to enroll candidates in a Level I program is December 31, 2011 but all Level I programs need to transition to the preliminary programs by the end of September 2011. Level I candidates must 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 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 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 an Education Specialist induction program? Is there an application or standard form on which the program is described?

All prospective programs must complete the Initial Program Review (IPR) process and information can be found on the Commission's website at <http://www.ctc.ca.gov/educator-prep/new-program-submission.html>

4. A program sponsor is currently approved to offer a BTSA (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 program is very different from the process BTSA participated in to address the revised BTSA Program Standards (2008). In that case, the programs were already approved BTSA 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 program, the program sponsor is not currently approved as a sponsor of a Clear Education Specialist 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 Specialists 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 capacity to provide differentiated support and professional development for each one.

Interns

1. Are there university and district intern programs offered in all six specialty areas? Where can a list be found?

Yes. See http://134.186.81.79/fmi/xsl/CTC_apm/recordlist.html link 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 who have transitioned to the new preliminary program at <http://www.ctc.ca.gov/educator-prep/special-education-docs/Approved-Preliminary-Education-Specialist-Programs.pdf>.

Level II and Clear Induction Programs

1. If an applicant is employed as a special education teacher but wants to earn 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 SB 2042 clear credential program to earn the clear general education credential.

2. 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.

3. What is/are the equivalent hours for the 12 semester unit cap for the clear credential program?

180 hours is equivalent to the 12 semester units.

4. If a general education credential holder completed a BTSA induction program and now holds a Level I Education Specialist Credential, can they use completion of the BTSA induction program to obtain a new Clear Education Specialist Credential?

Not completely. The individual must complete the Level II content—either in a Level II 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 standards that are identified as unique to special education induction. 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 BTSA induction program.

5. 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 new special education induction programs, 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.

6. How does the holder of both a preliminary general and a preliminary special education credential complete both induction programs if they are only 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. The induction program must ensure that the individual has experiences with both general and special education students.

7. What does an individual who already holds a clear general education credential earned by completing induction have to complete for their clear education specialist credential?

The individual will need to develop an Individualized Induction Plan (IIP) that will include the completion of the extra components required in the induction program specifically designed for special education.

8. Can an individual with a preliminary general education credential and a Level I Education Specialist Credential concurrently complete a district general education induction program and a Level II Education Specialist credential at a university by working together?

Yes. The induction program, university, employing agency and the credential holder will need to agree to work together.

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 Credential induction program which may be offered by school district or county office of education (often in conjunction with a BTSA program) or a college or university. The new clear programs 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 (1997 standards), 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 program (2008-09 Standards), the program sponsor will need to ensure through the Individualized Induction Plan (IIP) that the teacher completed addressed the content in the 1997 Level II Credential content.

Content previously included in the Level II program has been moved to the new Preliminary Education Specialist 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 1997 Level II Education Specialist Credential. (See Level I content lists for each of the 6 content areas at <http://www.ctc.ca.gov/educator-prep/ed-specialist-cred-programs.html>.)

10. How would you advise the holder of a Level I Education Specialist? Should they finish their Level II program at a college or university or should the candidate complete the new Clear Education Specialist Credential induction program?

This is a decision that the candidate must make depending on the expiration date of their Level I credential and the availability of the new Clear Education Specialist Induction Program. Candidates are strongly encouraged to finish the current Level II program for the Education Specialist Credential. However, should a candidate want to complete the new Clear Education Specialist Credential induction program, the induction program sponsor will need to ensure through the Individualized Induction Plan (IIP) that the teacher has learned and has completed the 1997 Level II credential content that has been moved to the new preliminary education specialist program as noted in the answer above.

11. What about the lack of BTSA Induction Programs and/or support providers for Education Specialists 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 program sponsored by either an institution of higher education or a BTSA Induction program. In addition, the holder of a Level I credential may complete the Level II program at an approved institution of higher education.

12. There are many 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. However, the induction program must have both a Commission-approved general **and** special education induction program and ensure experiences with general and special needs students.*

13. 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 special and general education. The candidate must complete a course from a preliminary multiple subject, single subject or education specialist preparation program.

14. If a candidate holds a Clear Learning Handicapped Specialist Credential earns an Education Specialist Credential in moderate/severe disabilities, will the Education Specialist Credential be issued as a clear credential?

The holder of a preliminary, clear, professional 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 an Education Specialist Credential program (in any specialty area) will earn either a Level I or preliminary credential depending on the program that was completed.

The preliminary Education Specialist Credential holder may enroll in a Commission-approved clear special education induction program. The induction program will review what the individual has completed and determine what the individual needs to complete the requirements for the clear 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 special education induction program. Both the Level II and the induction program will review what the individual has completed and determine what the individual needs to complete for the appropriate Level II or clear credential.

A webpage with information on transitioned Level I to preliminary programs (which also includes interns) may be found at <http://www.ctc.ca.gov/educator-prep/special-education.html>. Included on this page is a list of Commission-approved clear special education induction sponsors.

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-ed-authorization-2010.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 special day class 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. 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 (RtI²). 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 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 education and general education (common for the previously issued Specialist Instruction in Special Education 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 may support general education students and teachers through a collaborative or co-teaching model by working in a 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) which is not secondary to Attention Deficit Disorders (ADD)?
Yes. The Preliminary and Level I program includes content in the full disability area of OHI for the mild/moderate authorization; therefore, the authorization was expanded to include full OHI for both credentials with no limitations.

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 are both still authorized to provide instruction to special needs students with a primary disability of Emotional Disturbance. Holders of the older 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 has 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 on the basis of this option after this date.

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?
An individual must hold an authorization to provide services to a student as determined by the IEP process.

6. What falls under “other health impairment”?
See the definition 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, emotionally disturbed, 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.

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?

“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.

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 obtains 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 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 and least restrictive environment (LRE).

Autism Spectrum Disorders

12. If a person holds a Level II Education Specialist Credential and adds an Autism Spectrum Disorders Added Authorization, will that person 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 those individuals with the specialty area of deaf and hard- of-hearing will be able to serve students from birth to age 22.

13. Is the holder of the ‘older’ 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 on the basis of this option after this date.

14. Do Adapted Physical Education credential holders have to get the added authorization in Autism?
 Holders of an Adapted Physical Education (APE) Credential do not need the ASD authorization to provide adapted PE instruction to students with autism. The APE Credential 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 credential across disability areas.

15. 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 EC §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 EC §44265.2 authorizing instructional services to students with autism **ages three and four** by holders of an Education Specialist Credential in moderate/severe disabilities becomes inoperative on August 11, 2011. Information on this option can be referenced in Coded Correspondence 08-10 (<http://www.ctc.ca.gov/notices/coded/2008/0813.pdf>). There is no pending legislation to expand this sunset date for this option.*

Effective July 9, 2009, there is also an option for a Special Education Limited Assignment Permit (SELAP) in moderate/severe disabilities (which authorizes services in autism) 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. An individual holding this permit may be assigned to serve outside the specialty area of their special education credential while they are completing the coursework for an Added Authorization in Special Education or a full authorization in a specialty area. There are specific renewal requirements for renewal. 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.

Special Education Limited Assignment Permit (SELAP)

16. 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 is issued in the broad specialty areas of mild/moderate, moderate/severe, deaf and hard of hearing, visual impairments, physical and health impairments and early childhood special education. The AASE is issued in six specific areas within the broad specialty areas.

17. A teacher holds an Education Specialist Credential in mild/moderate disabilities and needs an added authorization. Can we apply for a Special Education Limited Assignment Permit (SELAP) while an individual is earning an Added Authorization in Special Education? Or do we need to apply for a Short-Term Staff Permit (STSP), 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 requirements for the SELAP, the employer will need to determine if they should apply for the waiver or the STSP. Local education assignment options also continue to be available if the individual meets the criteria.

Resource Specialist

18. 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 serve. RSP services include providing 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 whose 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)*

19. Does the RSP Certificate or 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 resource services across all disability areas. However, a local employing agency may determine through the IEP process that an individual needs to hold an additional authorization.

20. If an RSP credentialed teacher 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 and the RSP Authorization on the Education Specialist Credential authorizes providing resource services across all disability areas.

21. Is a person 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 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 above.

Speech-Language Pathology Services Credential

22. 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 Credentials with a Special Class Authorization may provide speech therapy services as well as provide academic instruction to special needs students identified with the disability categories of Autism and Speech and Language Impairment (SLI).
23. 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?
The teacher must hold an authorization to provide all services as determined necessary by the IEP.
24. 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 Services Credential in Language, Speech and Hearing or the Speech-Language Pathology Services Credential.
25. Where are the requirements to meet the Special Class Authorization listed?
See the leaflet at <http://www.ctc.ca.gov/credentials/leaflets/cl879.pdf> and the list of approved programs at http://134.186.81.79/fmi/xsl/CTC_apm/recordlist.html.
26. 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 Services Credential is appropriate. Short-Term Staff Permits, Provisional Internship Permits, or Special Education Limited Assignment Permits are not appropriate to provide speech and language therapy services.

Audiology

27. Does a school nurse credential cover audiology or is the audiology authorization needed?
No. 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

28. 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 respond to these issues. You may contact them at 800-926-0648.