



CODED CORRESPONDENCE

DATE: July 21, 2010	NUMBER: 10-14
TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	FROM: Dale A. Janssen Executive Director Commission on Teacher Credentialing
SUBJECT: Approval of Title 5 Regulations Pertaining to Special Education Teaching Credentials Authorizations and Assignment Options	

Summary:

The amendments and additions to Title 5 of the California Code of Regulations pertaining to Special Education Teaching and Services Credentials have been approved by the Office of Administrative Law. This correspondence specifically addresses the changes to *Education Specialist Teaching Credential Authorizations and Assignment Options*. The teaching credential authorization regulations, starting on page 6, have an effective date of June 26, 2010. The regulations regarding several assignment options have an effective date of July 1, 2010.

Separate correspondences regarding the regulations concerning Education Specialist Teaching Credential requirements and for the Special Education Services Credential are being distributed. Links to the correspondences may be found in the References section.

The Commission withdrew two portions from the proposed regulations: the subsection pertaining to the authorization for an Education Specialist Teaching Credential in Communication Development and the section on the Speech-Language Pathology (SLP) Services Credential. The Commission will be proposing new regulations for the Communication Development teaching authorization and the SLP Services Credential following meetings with professional organizations, employers, and other interested parties. The Commission will continue to issue SLP Services Credentials based on provisions in the Education Code.

Key Provisions:

Teaching Credential Authorizations

Autism Spectrum Disorders Authorization

Autism Spectrum Disorders (ASD) content is now included in all revised preliminary Education Specialist Teaching Credential programs in all specialty areas. This results in

an ASD authorization for individuals who complete the revised program. The new 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 similar to an Added Authorization in Special Education in ASD. The ASD authorization will not be added for special educators prepared out-of-state or outside the United States.

Update to All Specialty Area Teaching Authorizations

The special education teaching authorizations have been revised, updated and incorporated into a structure that improves access to special education services. Authorizations in the Title 5 Regulations are used by the Commission and employers to determine a legal and appropriate assignment. Authorizations are also used by the team that creates a student's Individualized Educational Program (IEP), Individualized Family Service Program (IFSP), and Individualized Transition Plan (ITP) to determine appropriate placement in the Least Restrictive Environment (LRE) for special needs students.

The regulation sections that list the specific documents authorizing service within each of the federal disability categories were also updated with the changes in authorizations. The authorization changes include holders of Specialist Teaching Credentials in Learning Handicapped and Education Specialist Teaching Credentials in Mild/Moderate Disabilities to provide services in the federal disability area of 'other health impaired'. The eligibility chart in Coded Correspondence 09-16 on the Approval of Regulations for Added Authorizations in Special Education has been updated to reflect this change.

These new authorizations for the specialty areas will appear on preliminary, clear, Level I, Level II, and intern credentials, teaching permits, limited assignment permits, and Variable Term Waivers.

Definitions were added to the Education Specialist Teaching Credential authorization for Education Assessment and Special Education Support to clarify the type of assessments that may be completed by a special education teacher and the extent of the services provided in those settings. This includes planning, developing, and implementing IEPs, IFSPs, and ITPs that span a variety of settings. Assessment of student learning to identify needs in academic content areas and instructional strategies to plan an appropriate sequence of instruction for each special needs student is also addressed in the authorizations.

A full definition for Education Assessment and Special Education Support as well as Developmental Delay and Hard-of-Hearing or Hearing Loss may be found on the preliminary and clear Education Specialist Teaching Credential information leaflets. A link to the information leaflet may be found in the References section.

Federal guidance allows the state to determine the maximum age for the continuation of special education services. California allows for special education services up to age 22 for students who have not obtained a high school diploma. This is reflected in the updated credential authorizations. In addition, the service areas across the continuum of program options have been revised to include recent changes in appropriate settings.

Resource Specialist (RSP) Authorization

The RSP Certificate and the RSP authorization on the Education Specialist Teaching Credential authorize the holder to provide resource services across all disability areas. The holder of an RSP Certificate or Authorization may be providing resource services across a variety of disability areas and is not required to have an authorization in all the disability areas if only providing resource services. However, a local employing agency may determine through the IEP, IFSP, or ITP process or may determine for employment purposes that an additional authorization for a specific disability area is required.

The holder of a RSP Certificate or an Education Specialist Teaching Credential cannot provide instructional services outside the disability area(s) on their document in other settings such as home/hospital, special education classrooms, and correctional facilities. See the scenario below:

Mary Higgins holds a Level I Education Specialist Teaching Credential in Deaf and Hard-of-Hearing. Mary may provide resource services to Matthew Owens, a student who has been determined through the IEP process to need resource services in the area of autism. Mary may provide the resource services for Matthew. Mary does not need to hold a credential or authorization that authorizes providing services in the area of autism if Mary is only providing resource services to Matthew. However, the local employing agency, through the IEP process, may determine that Matthew's needs in a resource setting should be met by a teacher with a credential or authorization in autism such as an Education Specialist Teaching Credential in Moderate/Severe Disabilities or an Added Authorization in Autism Spectrum Disorders. Mary may not provide any other teaching instruction to Matthew outside the resource setting.

Holders of a RSP Certificate or an Education Specialist Teaching Credential may not provide instructional services to general education students unless the teacher also holds an authorization for general education in the subject area and grade level of the assignment.

Assignment Options

There were three specific provisions in the regulations pertaining to assignment options and policies. Due to the lack of an authorization in American Sign Language (ASL), the holder of a credential authorizing services in deaf and hard-of-hearing has been allowed to provide ASL to general education students. The Commission established a Single Subject Teaching Credential in ASL in 2004 making this option no longer necessary.

Individuals employed to teach ASL using this 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.

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 in autism. Also, the holder of a credential authorizing services in Specific Learning Disability or Mental Retardation (Mild/Moderate) 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 emotional disturbance has been allowed to teach special needs students in emotional disturbance. These assignment options were established to provide sufficient time for the Commission to develop programs in the disability areas of autism and emotional disturbance. These options became obsolete as there are numerous sponsors offering programs in these areas. Individuals employed using these options 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.

The Commission's *Administrator's Assignment Manual* will be updated to include the sunset of these options.

Important Dates:

July 1, 2010 – no new individuals may be employed on the assignment options in this correspondence

All other provisions related to this correspondence became effective on June 26, 2010.

Background:

In June 2006, the Commission directed staff to begin the review and revision of the structure and requirements for the Education Specialist and Special Education Services Credentials. Later that summer the State Budget Act included funds to carry out the review and the passage of SB 1209 (Chap. 517, Stats. 2006) which authorized the Commission to study the structure and requirements for the Education Specialist and Special Education Services Credentials. The Special Education Credential Workgroup was formed in December 2006 and began its deliberations in February 2007.

At the December 2007 meeting, the Commission approved the *Report to the Governor and Legislature on the Study of Special Education Certification*. The report, which was sent to the Governor and Legislature on December 21, 2007, contained 25 recommendations for modifications and improvements for Education Specialist and Special Education Services Credentials. In January 2008, the Commission approved an implementation plan that outlined the steps that would be taken to implement those 25 recommendations. Included in that plan was the establishment of a Design Team that had the responsibility for developing a set of proposed *Standards of Program Quality and Effectiveness* for all Education Specialist and Services Credentials, credential



authorization statements for teaching and services credentials and added authorizations in special education, and Teaching Performance Expectations for teachers with Education Specialist Teaching Credentials. The fourteen member Design Team was assisted by subcommittees representing specialized expertise in each of the credential areas where standards and authorizations were developed.

The Commission approved standards for the preliminary teaching and services credentials, clear teaching credential, and added authorizations in late 2008 and early 2009. The regulations for special education teaching and services credentials were last updated in 1997. The amendments and additions to regulations make changes to the special education teaching and services credentials while continuing to meet state and federal mandates for serving students with disabilities.

Source:

5 California Code of Regulations sections 80046.5, 80047, 80047.1, 80047.2, 80047.3, 80047.4, 80047.5, 80047.6, 80047.7, 80047.8, 80047.9, and 80048.6.

References:

Coded 10-12: *Approval of Title 5 Regulations Pertaining to Special Education Teaching Credentials Requirements*: <http://www.ctc.ca.gov/notices/coded/2010/1012.pdf>

Coded 10-13: *Approval of Title 5 Regulations Pertaining to Special Education Services Credentials*: <http://www.ctc.ca.gov/notices/coded/2010/1013.pdf>

Preliminary and Clear Education Specialist Instruction Teaching Credential Information Leaflet: <http://www.ctc.ca.gov/credentials/leaflets/cl808ca.pdf>

Commission Special Education Web Page:

<http://www.ctc.ca.gov/educator-prep/special-education.html>

Contact Information:

Questions concerning special education teaching and services credentials and added authorization requirements:

Commission's Information Services Unit by telephone at 1-888-921-2682, Monday through Friday between 12:00 pm and 4:45 pm or by email at credentials@ctc.ca.gov.

Questions concerning special education authorization and assignment:

Commission's Assignment Unit by telephone at 916 – 322-5038 (voice mail line) or by email at cawassignments@ctc.ca.gov.

5 California Code of Regulations Pertaining to Credential Authorizations and Assignment Options

§80046.5. Credential and Added Authorization Holders Authorized To Serve Students With Disabilities.

Credential and added authorization holders who are authorized to serve students through age 22 with disabilities must possess a credential or added authorization that authorizes teaching the primary disability of the students within the special education setting as determined by the program placement recommendation contained within the Individualized Education Program, Individualized Family Service Program, and/or Individualized Transition Plan.

NOTE: Authority cited: Sections 22, 44225 and 56342, Education Code. Reference: Sections 44265, 44265.5, 44343, 44349, 56031, 56026, 56032, 56340-56347, and 56361.2, Education Code; and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047. Credentials to Provide Instructional Services to Students with Primary Disabilities: Specific Learning Disability or Mental Retardation (Mild/Moderate).

Holders of the listed credentials are authorized to teach students with mild or moderate disabilities in which the primary disability is "specific learning disability" as defined in subsection 300.8(c)(10) of Title 34 Code of Federal Regulations, Subpart A or "mental retardation" as defined in subsection 300.8(c)(6) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Mild/Moderate Disabilities
- (b) Education Specialist Instruction Credential and Added Authorization: Early Childhood Special Education
- (c) Special Education Specialist Instruction Credential for the Learning Handicapped
- (d) Standard Teaching Credential with the Minor--Mentally Retarded
- (e) Restricted Special Education Credential--Educable Mentally Retarded
- (f) Limited Specialized Preparation Credential--Mentally Retarded
- (g) Special Secondary Credential--Mentally Retarded
- (h) Exceptional Children Credential--Mentally Retarded

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. 300.8 (c)(6) and (10); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.1. Credentials to Provide Instructional Services to Students with Primary Disability: Mental Retardation (Moderate/Severe).

Holders of the listed credentials are authorized to teach students with moderate or severe disabilities in which the primary disability is "mental retardation" as defined in subsection 300.8(c)(6) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (b) Education Specialist Instruction Credential and Added Authorization: Early Childhood Special Education
- (c) Special Education Specialist Instruction Credential for the Severely Handicapped
- (d) Standard Teaching Credential with the Minor--Mentally Retarded
- (e) Restricted Special Education Credential--Trainable Mentally Retarded
- (f) Limited Specialized Preparation Credential--Mentally Retarded
- (g) Special Secondary Credential--Mentally Retarded
- (h) Exceptional Children Credential--Mentally Retarded

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. 300.8(c)(6); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.2. Credentials to Provide Instructional Services to Students with Primary Disability: Emotional Disturbance.

- (a) Holders of the listed credentials are authorized to teach students with disabilities in which the primary disability is "emotional disturbance" as defined in subsection 300.8(c)(4) of Title 34 Code of Federal Regulations, Subpart A.
 - (1) Education Specialist Instruction Credential: Mild/Moderate Disabilities
 - (2) Education Specialist Instruction Credential: Moderate/Severe Disabilities
 - (3) Education Specialist Instruction Credential and Added Authorization: Early Childhood Special Education
 - (4) Special Education Specialist Instruction Credential for the Severely Handicapped
 - (5) The special education credentials, other than the credentials in (1), (2), and (4) above, listed in Sections 80047 and 80047.1, provided the following conditions have been met:

- (A) The holder of the special education credential has taught full-time for at least one year prior to September 1, 1991 in a special day class in which the primary disability was emotional disturbance, and
 - (B) Has received a favorable evaluation or recommendation to teach a special day class with the primary disability of emotional disturbance by the local employing agency.
- (b) The holder of one of the special education credentials listed in Sections 80047 and 80047.1 who does not meet the requirements of (a) above shall be authorized to teach in a special day class in which the primary disability is emotional disturbance provided the following requirement is met: Completion of a Commission-approved program for students identified with emotional disturbance.
- (c) An individual who has been assigned on the basis of (a)(5) or (b) prior to July 1, 2010, shall be authorized to continue in such assignment. Effective July 1, 2010, individuals shall not qualify under the provisions of (a)(5) or (b).

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. 300.8(c)(4) and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.3. Credentials to Provide Instructional Services to Students with Primary Disability: Multiple Disabilities.

Holders of the listed credentials are authorized to teach students with disabilities in which the primary disability is "multiple disabilities" as defined in subsection 300.8(c)(7) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (b) Education Specialist Instruction Credential: Physical and Health Impairments
- (c) Education Specialist Instruction Credential and Added Authorization: Early Childhood Special Education
- (d) Special Education Specialist Instruction Credential for the Severely Handicapped
- (e) Standard Teaching Credential with the Minor--Mentally Retarded
- (f) Restricted Special Education Credential--Trainable Mentally Retarded
- (g) Limited Specialized Preparation Credential--Mentally Retarded
- (h) Special Secondary Credential--Mentally Retarded
- (i) Exceptional Children Credential--Mentally Retarded

- (j) Special Education Specialist Instruction Credential for the Physically Handicapped
- (k) Standard Teaching Credential with the Minor--Orthopedically Handicapped, including Cerebral Palsied
- (l) Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (m) Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (n) Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. 300.8(c)(7); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.4. Credentials to Provide Instructional Services to Students with Primary Disability: Autism.

(a) Holders of the listed credentials are authorized to teach students with disabilities in which the primary disability is "autism" as defined in subsection 300.8(c)(1) (autistic) of Title 34 Code of Federal Regulations, Subpart A.

- (1) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (2) Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, with Special Class Authorization
- (3) Special Education Specialist Instruction Credential for the Severely Handicapped
- (4) Special Education Specialist Credential for the Communication Handicapped provided the following conditions have been met:
 - (A) The holder has taught full-time for at least one year prior to September 1, 1991 in a special day class in which the primary disability was autism, and has received a favorable evaluation or recommendation to teach a special day class with the primary disability of autism by the local employing agency.
 - (B) An individual who has been assigned on the basis of (a)(4)(A) prior to July 1, 2010, shall be authorized to continue in such assignment. Effective July 1, 2010, no new individuals shall qualify under the provisions of (a)(4)(A).
- (5) Education Specialist Instruction Credential and Added Authorization: Early Childhood Special Education



- (6) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing, Mild/Moderate Disabilities, Physical and Health Impairments, and Visual Impairments if the individual has completed the autism content found in section 80048.6(b)(8)

(7) Autism Spectrum Disorders Added Authorization in Special Education

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.3, 44268, and 44343, Education Code; 34 C.F.R. 300.8 (c)(1); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.5. Credentials to Provide Instructional Services to Students with Primary Disability: Speech or Language Impairment.

Holders of the listed credentials are authorized to teach students with disabilities in which the primary disability is "speech or language impairment" as defined in subsection 300.8(c)(11) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Special Education Specialist Instruction Credential for the Communication Handicapped
- (b) Clinical or Rehabilitative Services Credential in Language, Speech and Hearing with the Special Class Authorization
- (c) Standard Teaching Credential with the Minor—Speech and Hearing Handicapped
- (d) Restricted Special Education Credential--Speech and Hearing Therapy
- (e) Limited Specialized Preparation Credential--Speech and Hearing Handicapped
- (f) Special Secondary Credential--Correction of Speech Defects
- (g) Exceptional Children Credential--Speech Correction and Lip Reading

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5, 44268 and 44343, Education Code; 34 C.F.R. 300.8 (c)(11); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.6. Credentials to Provide Instructional Services to Students with Primary Disability: Deafness or Hearing Impairment.

Holders of the listed credentials are authorized to teach students with disabilities in which the primary disability is "deafness" or "hearing impairment", as defined in subsections 300.8(c)(3) and 300.8(c)(5) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing



- (b) Special Education Specialist Instruction Credential for the Communication Handicapped
- (c) Standard Teaching Credential with the Minor--Deaf and Severely Hard-of-Hearing
- (d) Restricted Special Education Credential--Deaf and Severely Hard-of-Hearing
- (e) Limited Specialized Preparation Credential--Deaf and Severely Hard-of-Hearing
- (f) Special Secondary Credential--Deaf
- (g) Special Secondary Credential--Lip Reading
- (h) Exceptional Children Credential--Deaf or Hard-of-Hearing

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5(b) and 44343, Education Code; 34 C.F.R. 300.8(b)(3) and 300.8(c)(5); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.7. Credentials to Provide Instructional Services to Students with Primary Disability: Deaf-Blindness.

Holders of the listed credentials are authorized to teach students with disabilities in which the primary disability is "deaf-blindness" as defined in subsection 300.8 (c)(2) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing
- (b) Education Specialist Instruction Credential: Visual Impairments
- (c) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (d) Special Education Specialist Instruction Credential for the Communication Handicapped
- (e) Special Education Specialist Instruction Credential for the Visually Handicapped
- (f) Special Education Specialist Instruction Credential for the Severely Handicapped
- (g) Restricted Special Education--Deaf-Blind, and Severely Hard-of-Hearing

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5, 44343, Education Code; 34 C.F.R. 300.8 (c)(2); and 20 USC 1401(3), (14), (15), (16), (29) and (30).



§80047.8. Credentials to Provide Instructional Services to Students with Primary Disability: Visual Impairment including Blindness.

Holders of the listed credentials are authorized to teach students with disabilities in which the primary disability is "visual impairment including blindness" as defined in subsection 300.8(c)(13) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Visual Impairments
- (b) Special Education Specialist Instruction Credential for the Visually Handicapped
- (c) Special Education Specialist Instruction Credential for the Physically Handicapped that was issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus was the Visually Handicapped
- (d) Standard Teaching Credential With the Minor--Visually Handicapped
- (e) Restricted Special Education Credential--Visually Handicapped
- (f) Limited Specialized Preparation Credential--Visually Handicapped
- (g) Special Secondary Credential--Partially Sighted Child
- (h) Special Secondary Credential--Blind
- (i) Exceptional Children Credential--Visually Handicapped

NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5(a) and 44343, Education Code; 34 C.F.R. 300.8 (c)(13); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.9. Credentials to Provide Instructional Services to Students with Primary Disability: Orthopedic Impairment, Other Health Impairment, or Traumatic Brain Injury.

(a) Holders of the listed credentials are authorized to teach students with disabilities in which the primary disability is "orthopedic impairment", as defined in subsection 300.8(c)(8,) of Title 34 Code of Federal Regulations, Subpart A, or "other health impairment" as defined in subsection 300.8(c)(9) of Title 34 Code of Federal Regulations, Subpart A, or "traumatic brain injury" as defined in subsection 300.8(c)(12) of Title 34 Code of Federal Regulations, Subpart A.

- (1) Education Specialist Instruction Credential: Physical and Health Impairments
- (2) Special Education Specialist Instruction Credential for the Physically Handicapped

- (3) Standard Teaching Credential with the Minor-Orthopedically Handicapped, including the Cerebral Palsied
 - (4) Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied
 - (5) Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied
 - (6) Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (b) Holders of the listed credential are authorized to teach students with disabilities in which the primary disability is "other health impairment" as defined in Title 34 Code of Federal Regulations.
- (1) Education Specialist Instruction Credential: Mild/Moderate Disabilities

NOTE: Authority Cited: Sections 44225 and 56339, Education Code. Reference: Sections 44265, 44265.5(c) and 44343, Education Code; 34 C.F.R. 300.8(c)(8), (9) and (12); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80048.6. Authorizations for Education Specialist Instruction Credentials and Special Education Added Authorization.

- (a) The following definitions apply to authorizations for Education Specialist Instruction Credentials and Special Education Added Authorizations:.
- (1) “Service across the continuum of program options available”: Pursuant to Education Code Sections 56031, 56360, and 56361, the continuum includes resource rooms or services; special education settings; general education settings; special schools; home/hospital settings; state hospitals; development centers; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.
 - (2) “Developmental delay”: Student who needs special education and related services by experiencing a delay in one or more of the following: physical development, cognitive development, communication development, social or emotional development or adaptive development.
 - (3) “Hard-of-hearing or hearing loss includes unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy“: Hearing impairment or hearing loss, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the



definition of deafness but may include problems involving the cochlea, the sensory organ of hearing.

- (4) “Educational Assessment”: Assessment of students in a comprehensive manner within the authorization of the teaching credential or added authorization using multiple sources of information and a variety of strategies that directly measure a student’s performance to meet goals in areas of grade-level academic curriculum and/or functional goals designed to meet the Individualized Education Program (IEP), Individualized Family Service Program, and/or Individualized Transition Plan goals and objectives regarding eligibility and services that directly result from the student’s disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students' educational instruction needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.
 - (5) “Special Education Support”: Support includes participation in the IEP, Individualized Family Service Program, and/or Individualized Transition Plan process including planning and implementation of the student’s IEP, Individualized Family Service Program, and/or Individualized Transition Plan; providing consultative, collaborative, and coordinating instruction with students, parents, teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative and within the authorization of the credential or added authorization. Special education support does not include providing speech, language and hearing, orientation and mobility, or audiology services.
- (b) The following authorizations refer to the disabilities defined in Title 34 Code of Federal Regulations:
- (1) The Education Specialist Instruction Credential: Mild/Moderate Disabilities authorizes the holder to conduct Educational Assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, and emotional disturbance, in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.
 - (2) The Education Specialist Instruction Credential: Moderate/Severe Disabilities authorizes the holder to conduct Educational Assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of autism, moderate/severe mental

- retardation, deaf-blind, emotional disturbance, and multiple disabilities, to students in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.
- (3) The Education Specialist Instruction Credential: Deaf and Hard-of-Hearing authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary or secondary disability of deaf or hard-of-hearing or deaf-blind and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
- (A) Holders of Education Specialist Credentials in Deaf and Hard-of-Hearing and previously issued credentials authorizing deaf and hard-of-hearing instructional services who were employed prior to July 1, 2010 to provide instructional services in American Sign Language (ASL) to general education students may continue to provide instructional services in the area of ASL. Effective July 1, 2010, no new special education credential holders may qualify using this provision.
- (4) The Education Specialist Instruction Credential: Physical and Health Impairments authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain injury, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
- (5) The Education Specialist Instruction Credential: Visual Impairments authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of visual impairment including blind and deaf-blind, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
- (6) The Education Specialist Instruction Credential: Early Childhood Special Education authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting

- instructional academic goals, and provide instructional and Special Education Support to students from birth through pre-kindergarten who are eligible for early intervention special education and related services, to individuals with a primary disability in specific learning disabilities, mild/moderate mental retardation, traumatic brain injury, other health impairment, autism, moderate/severe mental retardation, emotional disturbance, and multiple disabilities including developmental delay and a disabling medical condition—in services across the continuum of program options available.
- (7) The Early Childhood Special Education Added Authorization authorizes the holder to conduct Educational Assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals and provide instructional and special Education Support to students from birth through pre-kindergarten who are eligible for early intervention special education and support with a primary disability in specific learning disabilities, mild/moderate mental retardation, traumatic brain injury, other health impairment, autism, moderate/severe mental retardation, emotional disturbance, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.
- (8) Individuals enrolled in an education specialist teacher preparation program on or after January 1, 2010 who complete content in autism spectrum disorders are authorized to conduct Educational Assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of autism as defined in subsection 300.8(c)(1) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels within the specialty area(s) of the education specialist credential held.
- (9) Individuals who complete an education specialist teacher preparation program that includes content for teaching English learners as described in Education Code section 44259.5, are authorized to provide instruction for English language development in grades twelve and below, including preschool, and in classes organized for adults; and specially designed academic instruction in English within the subject area and grade level authorization of the Education Specialist Credential.

NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44259.5, 44265, 44265.5, 56031, 56360, 56361, 56365, and 56366, Education Code; 34 C.F.R. 300.8 (a), (b), and (c) and 300.39(a)(1)(i); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

