



SPECIAL EDUCATION ADDED AUTHORIZATIONS

Added Authorizations Special Education (AASE)

Background

As the number of students with disabilities has increased in public school settings, especially students with autism spectrum disorders, a corresponding need to have special education teachers authorized to teach those students has arisen. As a result, a Special Education Task Force that was convened pursuant to SB 1209 recommended the development of Added Authorizations in Special Education (AASE). These authorizations are similar to supplementary authorizations for general education teachers and are added to an existing Special Education Teaching Credential.

As of July 2009, regulations creating these Added Authorizations in Special Education (AASE) went into effect. The AASE are issued in six specific subject areas: Autism Spectrum Disorder, Deaf-Blind, Emotional Disturbance, Orthopedically Impaired, Other Health Impaired, and Traumatic Brain Injury. Each authorization allows the holder to conduct assessments, and provide instruction and special education related services to individuals with the specific primary disability across the continuum of special education program options. Prior to the creation of the added authorizations, special education teachers were required to earn a full credential in an additional area if they wished to work with students with a different category of disability.

LEAs supported the creation of AASEs as they expand flexibility for employers in the assignment of special education teachers.

Requirements/Authorizations

An educator must hold an appropriate special education prerequisite teaching credential in order to obtain an AASE. Holders of current Education Specialist Teaching Credentials and special education credentials issued under prior statutes and regulations can obtain one or more AASE. The AASE requires completion of a California Commission on Teacher Credentialing (CCTC) approved university program; programs will likely consist of 9-12 semester units of study. Once obtained, the authorization for an AASE is limited to the grade and age levels authorized by the prerequisite credential. The acquired AASE remains valid for the same time period as the prerequisite credential.

The CCTC has changed its requirements so that in the future an autism authorization will be embedded in all special education teaching credentials. All special education credential candidates who earn their teaching credential after January 1, 2013 will have the autism authorization and some candidates may have it included in their credential beginning immediately.



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The CCTC has issued correspondence to districts stating that for teachers who hold an existing special education credential, it is not mandatory to earn the AASE unless the teacher wishes (see <http://www.ctc.ca.gov/notices/coded/2009/0916.pdf>). At the same time, a teacher may not be assigned students with disabilities for which the teacher has no authorizing document; if this occurs, the teacher is considered misassigned. As an interim measure, AB 2303 established a temporary route (called a Local Teaching Assignment Option) for assigning holders of specific special education credentials to provide special education instructional services to students with autism. This option expires in July 2011 and by that date any special education teacher assigned to students with autism disorders must have an autism disorders authorization in their prerequisite credential or through obtaining an AASE in autism.

Currently, some employers are notifying teachers that they must obtain an AASE, and some are inaccurately stating that the CCTC is requiring all special education teachers to return to school to earn an AASE.

Recommendations

1. If the employing LEA notifies teachers that they must obtain an AASE, issue a demand to bargain. Issues to be negotiated might include the following: class size, caseloads, transfer, assignment, compensation for time needed to obtain authorization, reimbursement for tuition to obtain the units, and wages.
2. Obtain District support for obtaining AASE. Ideas include district paying for all fees related to additional coursework, contracting with a college or university with an approved AASE program to provide classes locally at a district/school site and providing release time to attend classes during the regular school day.
3. Allow full coursework credit for salary schedule advancement and incentives to remain in assignment. Do not agree to requiring teachers to remain in a special education assignment or forcing teachers to remain in the district for a specific time after obtaining AASE.
4. In order to prevent districts from overloading classes where teachers have the required authorizations, negotiate limits to class size/caseload for special education classes.
5. Add language on balancing student assignment so that those teachers with broader authorizations (can teach many disability areas) through AASE are not assigned all the highest-need special education students. Consider capping the number of students that are assigned to a classroom that fall into the area of additional authorization.
6. Review any implications for transfer and assignment based on authorizations held by special education teachers. Put in a process for assignment that begins with asking



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for volunteers first rather than involuntarily assigning teachers to a classroom requiring additional authorization.

7. A special educator who has one or more students needing instructional services in the special education specialty area not authorized by his/her credential, would be misassigned. Review contract language in the CTA Contract Reference Manual regarding misassignments (CTASearch.org).

For more information, contact your IPD or NODD specialist.

Additional Resources

CTC Added Authorization Summary

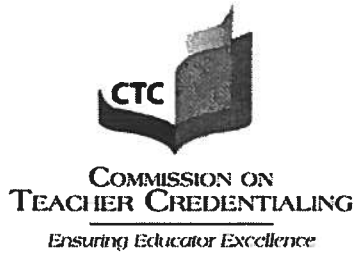
<http://www.ctc.ca.gov/credentials/leaflets/cl890.pdf>

CTC Added Authorization Frequently Asked Questions

www.ctc.ca.gov/educator-prep/webcast-files/2009-11-04-AASE-FAQs.doc

Documents Eligible to Earn Proposed Added Authorization in Special Education

<http://www.ctc.ca.gov/educator-prep/special-education-docs/webcast/Documents-Eligible-to-Earn-Proposed-Added-Authorization-in-Special-Education.doc>



CODED CORRESPONDENCE

DATE: July 23, 2009	NUMBER: 09-16
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 Addition to Title 5 Regulations Pertaining to Added Authorizations in Special Education (5 Cal Code Regulations §80048.7)	

Summary:

The additions to Title 5 of the California Code of Regulations pertaining to Added Authorizations in Special Education (AASE) have been approved by the Office of Administrative Law. The regulations, starting on page 5, have an immediate effective date of July 3, 2009. A separate correspondence addresses the changes to the Limited Assignment Permits which were included in the same regulatory package.

The AASEs allow flexibility for local employing agencies to assign teachers to serve students in more than one special education specialty area and for teachers to be appropriately assigned in a class with students needing services in more than one special education specialty area. The AASEs are issued in six specific subject areas: autism spectrum disorders, deaf-blind, emotional disturbance, orthopedically impaired, other health impaired, and traumatic brain injury. Rural and remote areas may benefit from teachers who earn an AASE to teach in specific special education areas such as orthopedically impaired or traumatic brain injury where there is a shortage of teachers with the appropriate credential.

Key Provisions:

Requirements and Authorization

Holders of current Education Specialist Teaching Credentials and special education credentials issued under prior statutes and regulations qualify as an appropriate prerequisite for an AASE if the credential was issued based on a teacher preparation program including student teaching, or the equivalent. The AASE remains valid for the same time period as the prerequisite credential.

The authorizations for the AASEs are aligned with the definitions in Title 34 of the Code of Federal Regulations. Each of the AASEs is part of a full Education Specialist specialty

area authorization. For example, emotional disturbance is part of the mild/moderate and moderate/severe disability authorizations.

Since the Commission does not issue duplicative authorizations, if a teacher is already authorized to provide services in a specialty area that includes the AASE subject area, the Commission will not issue the AASE. A chart with a list of all special education credentials issued by the Commission and whether an AASE may be issued is attached to this correspondence.

The authorization for an AASE is limited to the grade and age levels authorized by the prerequisite credential. For example, when the holder of a Specialist Instruction Teaching Credential in Learning Handicapped adds an autism spectrum disorders authorization, the teacher may serve students in grades preschool, K-12, and adults while the holder of an Education Specialist in Mild/Moderate Disabilities who adds the autism spectrum disorder authorization may serve students in grades K-12 through age 22.

Individuals may be assigned to serve on the basis of the Local Teaching Assignment Option provided by Assembly Bill (AB) 2302 (Chap. 41, Stats. 2008) until the provisions expire on July 3, 2011. Individuals may be assigned to serve on the basis of the Local Teaching Assignment Option provided by AB 131 (Chap. 487, Stats. 2008) until the provisions become inoperative on August 31, 2011. See the Background section on page 3 for information on these options. Information on limited assignment permits may be found in the Coded Correspondence listed in the References section.

If the holder of a special education credential has one or more students needing instructional services (as determined by the Individualized Education Program) in a special education specialty area not authorized by his/her credential, the teacher is misassigned. The individual must hold an authorization in the additional special education specialty area. Additional authorizations include one or more of the AASEs or the new Special Education Limited Assignment Permit. It is important to note that it is not mandatory to earn an AASE unless the teacher wishes to earn the authorization or the teacher is providing services in the special education area not authorized by their current credential. The References section includes a link to the Commission's *Administrator's Assignment Manual* which includes a chart of the authorizations for all current and previously issued special education credentials.

Commission-Approved Programs

The AASEs require specific advanced preparation for the teacher. They are available through completion of a Commission-approved program based on Commission-approved standards. Recommendations for the AASEs made by approved program sponsors must be submitted through the Commission's online process. An update to the online recommendation tables will be sent to program sponsors when available.



The AASE programs are a subset of the full preliminary teacher preparation program and are designed to allow teachers to earn an additional authorization to supplement the knowledge and skills gained in their preliminary teacher preparation program. The AASE may serve as a stepping stone to earn the full specialty area such as mild/moderate or moderate/severe.

To submit a program proposal for an AASE program, the prospective sponsor must have initial institutional approval from the Commission (<http://www.ctc.ca.gov/educator-prep/files/Becoming-Approved-to-offer-Ed-Prep-in-Ca.doc>).

Once an institution has institutional approval, the prospective sponsor must submit a program proposal. A program proposal for an AASE program will include a response to the adopted Preconditions and the appropriate Program Standards. The Preconditions were presented to the Commission for information in June 2009. The Preconditions will return to the Commission in October 2009 for adoption. The Program Standards for the AASE programs have already been adopted by the Commission. A link to the Preconditions and Program Standards may be found in the References section.

More information may be found in Program Sponsor Alert 09-08, distributed in June 2009, and on the Commission's Special Education web page. Links to the Alert and the web page may be found in the References section.

Important Dates:

Provisions related to this correspondence became effective on July 3, 2009.

Provisions of AB 2302 expire on July 3, 2011 and provisions of AB 131 expire on August 11, 2011.

Background:

For many years, the Commission has issued 'added authorizations' which are similar to minors for general education credential holders. Currently, the Commission issues supplementary and subject matter authorizations that may be added to multiple subject and single subject teaching credentials. Effective June 30, 2008, AB 2302 established an alternate route (commonly called a Local Teaching Assignment Option) for assigning holders of specific special education credentials to provide special education instructional services to students with autism in California public schools. The provisions of this statute become inoperative two years after the Commission adopts regulations to add an autism added authorization or on August 31, 2011, whichever is first.

AB 2302 was emergency legislation and was created as a temporary solution until more permanent changes could be made. While AB 2302 addressed only the shortage of teachers to serve the number of newly diagnosed children with autism, the Commission's Special Education Work Group and Design Team expanded the list of possible added authorizations to other statewide special education shortage areas. The Work Group and Design Team determined additional methods should be available to holders of current



and previously issued special education credentials to add expertise in areas of special education that were not part of their original authorization.

Effective September 28, 2008, AB131 established an alternate route for assigning holders of specific special education credentials to provide special education instructional services to students with autism ages three and four in California public schools. The option provides flexibility to enable employing agencies to more easily employ teachers to serve in the shortage area of autism spectrum disorders. The provisions allow local educational agencies or schools to assign a teacher with a credential authorizing services to students with moderate and severe disabilities to provide instruction to students with autism ages three and four. The provisions of AB131 expire on August 11, 2011.

Source:

5 California Code of Regulations section 80048.7.

References:

Added Authorizations in Special Education Information Leaflet:
<http://www.ctc.ca.gov/credentials/leaflets/cl890.pdf>

Special Education Authorization Chart (see chart in Section F):
<http://www.ctc.ca.gov/credentials/manuals-handbooks/Administrator-Assignment-Manual.pdf>

Coded Correspondence on Special Education Limited Assignment Permit:
<http://www.ctc.ca.gov/notices/coded/2009/0915.pdf>

AASE Program Preconditions:

<http://www.ctc.ca.gov/commission/agendas/2009-06/2009-06-6D.pdf>

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

Program Sponsor Alert 09-08:

<http://www.ctc.ca.gov/educator-prep/PS-alerts/2009/PSA-09-08.pdf>

Commission Special Education Web Page:

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

Coded Correspondence AB 2302: <http://www.ctc.ca.gov/notices/coded/2008/0810.pdf>

Coded Correspondence AB 131: <http://www.ctc.ca.gov/notices/coded/2008/0813.pdf>

Contact Information:

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

Questions concerning AASE approved programs: Jan Jones-Wadsworth by email at jjones-wadsworth@ctc.ca.gov



5 California Code of Regulations Section 80048.7 Pertaining to Added Authorizations in Special Education

§80048.7. Added Authorizations in Special Education.

- (a) Requirements for the Added Authorization in Special Education include all of the following:
- (1) Possession of an internship, preliminary, professional clear, clear, or life special education teaching credential or a services credential with a special class authorization listed in sections 80047 through 80047.9;
 - (2) Completion of a Commission-approved professional preparation program in the education specialist specialty area requested, including successful completion of supervised field study;
 - (3) The applicant submits a completed Application for Credential Authorizing Public School Service (form 41-4, rev. 9/08) available on the Commission's website and hereby incorporated by reference, together with its related Instruction and Information Sheet (rev. 9/08) and Form 41-ECC (Explanation of Criminal Conviction or Pending Criminal Charge) (rev. 7/08).
 - (4) The fee as specified in Section 80487(a)(1).
 - (5) Verification of completion from a Commission-approved program accredited by the Committee on Accreditation in the authorization sought, as provided in Education Code Sections 44373(c) and 44259(b)(3).
- (b) The added authorizations may be issued in the areas of autism spectrum disorders, deaf-blind, emotional disturbance, orthopedically impaired, other health impaired, and traumatic brain injury.
- (c) If an individual holds an authorization to provide instructional services in an added authorization specialty area, the added authorization in special education cannot be issued.
- (d) Authorization.
- (1) The autism spectrum disorders added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services 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 authorized by the prerequisite credential required in (a)(1).
 - (2) The deaf-blind added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a



primary disability of deaf-blind as defined in subsection 300.8(c)(2) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).

- (3) The emotional disturbance added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of emotional disturbance as defined in subsection 300.8(c)(4) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).
 - (4) The orthopedic impairment added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of orthopedic impairment as defined in subsection 300.8(c)(8) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).
 - (5) The other health impairment added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of other health impairment as defined in subsection 300.8(c)(9) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).
 - (6) The traumatic brain injury added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of traumatic brain injury as defined in subsection 300.8(c)(12) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).
- (e) Period of Validity. The Added Authorization in Special Education shall remain valid as long as the appropriate prerequisite credential required in subsection (a)(1) remains valid.

NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225(b) and (e); 44253, 44265 and 44373, Education Code, and 34 C.F.R. Part 300.8 and 20 U.S.C. 1401(3); 1401(30).



Documents Eligible to Earn Added Authorizations in Special Education

Credential Held	Autism Spectrum Disorders	Deaf-Blind	Emotional Disturbance	Orthopedically Impaired	Other Health Impaired	Traumatic Brain Injury
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CURRENT Education Specialist Instruction Credentials (initially issued effective September 27, 1997; renewals available)

Mild/Moderate * (K-12, Adults)	Yes	Yes	No	Yes	Yes	Yes
Moderate/Severe * (K-12, Adults)	No	No	No	Yes	Yes	Yes
Deaf & Hard-of-Hearing * (Birth to Age 22)	Yes	No	Yes	Yes	Yes	Yes
Physical & Health Impairment * (Birth to Age 22)	Yes	Yes	Yes	No	No	No
Visual Impairment * (Birth to Age 22)	Yes	No	Yes	Yes	Yes	Yes
Early Childhood Special Education * (Birth - Pre-K only)	No	Yes	No	Yes	Yes	Yes

PROPOSED Education Specialist Instruction Credential (includes Autism Spectrum Disorder authorization; not yet available)

Mild/Moderate * (K-12, Adults)	No	Yes	No	Yes	Yes	Yes
Moderate/Severe * (K-12, Adults)	No	No	No	Yes	Yes	Yes
Deaf & Hard-of-Hearing * (Birth to Age 22)	No	No	Yes	Yes	Yes	Yes
Physical & Health Impairment * (Birth to Age 22)	No	Yes	Yes	No	No	No
Visual Impairment * (Birth to Age 22)	No	No	Yes	Yes	Yes	Yes
Early Childhood Special Education * (Birth - Pre-K only)	No	Yes	No	Yes	Yes	Yes

KEY: Yes – Eligible to add the authorization

No – Not eligible to add the authorization, already authorized

Credential Held	Autism Spectrum Disorders	Deaf-Blind	Emotional Disturbance	Orthopedically Impaired	Other Health Impaired	Traumatic Brain Injury
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Ryan Specialist Instruction Teaching Credentials (initially issued 1976 to September 27, 1997; renewals available)

Communication Handicapped	Yes	No	Yes	Yes	Yes	Yes
Learning Handicapped	Yes	Yes	Yes	Yes	Yes	Yes
Severely Handicapped	No	No	No	Yes	Yes	Yes
Physically Handicapped	Yes	Yes	Yes	No	No	No
Visually Handicapped	Yes	No	Yes	Yes	Yes	Yes
Clinical or Rehabilitative or Speech-Language Pathology Services in Language, Speech & Hearing With Special Class Authorization	No	Yes	Yes	Yes	Yes	Yes

Standard Teaching Credentials (initially issued 1961 to 1976; renewals available)

Minor-Mentally Retarded	Yes	Yes	Yes	Yes	Yes	Yes
Minor-Speech & Hearing Handicapped	Yes	Yes	Yes	Yes	Yes	Yes
Minor-Deaf & Severely Hard-of-Hearing	Yes	Yes	Yes	Yes	Yes	Yes
Minor-Visually Handicapped	Yes	Yes	Yes	Yes	Yes	Yes
Minor-Orthopedically Handicapped Including the Cerebral Palsied	Yes	Yes	Yes	No	No	No

Standard Limited Specialized Preparation Teaching Credentials (initially issued 1961 to 1976; renewals available)

Mentally Retarded	Yes	Yes	Yes	Yes	Yes	Yes
Speech & Hearing Handicapped	Yes	Yes	Yes	Yes	Yes	Yes
Deaf & Severely Hard-of-Hearing	Yes	Yes	Yes	Yes	Yes	Yes
Visually Handicapped	Yes	Yes	Yes	Yes	Yes	Yes
Orthopedically Handicapped Including Cerebral Palsied	Yes	Yes	Yes	No	No	No

KEY: Yes – Eligible to add the authorization

No – Not eligible to add the authorization, already authorized

Credential Held	Autism Spectrum Disorders	Deaf-Blind	Emotional Disturbance	Orthopedically Impaired	Other Health Impaired	Traumatic Brain Injury
Standard Restricted Teaching Credentials (initially issued 1961 to 1976; renewals available)						
Educable Mentally Retarded	Yes	Yes	Yes	Yes	Yes	Yes
Trainable Mentally Retarded	Yes	Yes	Yes	Yes	Yes	Yes
Speech & Hearing Therapy	Yes	Yes	Yes	Yes	Yes	Yes
Orthopedically Handicapped Including the Cerebral Palsied	Yes	Yes	Yes	No	No	No
Deaf & Severely Hard-of-Hearing	Yes	Yes	Yes	Yes	Yes	Yes
Deaf-Blind	Yes	No	Yes	Yes	Yes	Yes
Severely Hard-of-Hearing	Yes	No	Yes	Yes	Yes	Yes
Visually Handicapped	Yes	Yes	Yes	Yes	Yes	Yes

Exceptional Children Teaching Credentials (initially issued prior to 1961; renewals available)

Mentally Retarded	Yes	Yes	Yes	Yes	Yes	Yes
Speech Correction & Lip Reading	Yes	Yes	Yes	Yes	Yes	Yes
Orthopedically Handicapped Including the Cerebral Palsied	Yes	Yes	Yes	No	No	No
Deaf or Hard-of-Hearing	Yes	Yes	Yes	Yes	Yes	Yes
Visually Handicapped	Yes	Yes	Yes	Yes	Yes	Yes

Special Secondary Teaching Credentials initially issued prior to 1961; renewals available)

Mentally Retarded	Yes	Yes	Yes	Yes	Yes	Yes
Correction of Speech Defects	Yes	Yes	Yes	Yes	Yes	Yes
Deaf	Yes	Yes	Yes	Yes	Yes	Yes
Lip Reading	Yes	Yes	Yes	Yes	Yes	Yes
Partially Sighted Child	Yes	Yes	Yes	Yes	Yes	Yes
Blind	Yes	Yes	Yes	Yes	Yes	Yes

KEY: Yes – Eligible to add the authorization

No – Not eligible to add the authorization, already authorized