

EDUCATION: EDUCATIONAL LEADERSHIP AND SPECIAL EDUCATION (ELSE)

DEPARTMENT OFFICE

Stevenson Hall 1078

(707) 664-4203

fax (707) 664-2483

www.sonoma.edu/education

ADMINISTRATIVE COORDINATOR

Leslie Mouton

DEPARTMENT CHAIR

Mary Dingle

Faculty

Emiliano Ayala

Mary Dingle

Melanie Dreisbach

Mark Fermanich

Jennifer Mahdavi

Paul Porter

Robert Vieth

Department Overview

The Department of Educational Leadership and Special Education exists to provide state-of-the-art professional preparation for educators in the fields of educational administration and special education. The core values of the department center upon a dedication to educational excellence as a pivotal contributor to social progress. Indices of this notion of excellence include a view of schools as a crucible for an effective democracy, societal inclusivity, respect for differences in students, and an unflinching concentration on educational efficacy.

The faculty is comprised of teachers, administrators, scholars, researchers, and program developers who possess wide and varied experience. The faculty, having won wide recognition and numerous educational awards and honors, are dedicated to preparing educators with the knowledge, skills, and ethical commitment to improve society through powerful and effective schools.

The credential and M.A. programs, described below, offer a full compliment of courses and fieldwork for students to achieve Level I and Level II (known as PASC I and II in the case of Educational Administration) credentialing, as well as Master of Arts degrees. Both traditional and intern programs exist. Courses are scheduled in the late afternoon, evenings, on Saturdays, and delivered online, in order to accommodate practicing educators.

Students in the Department of Educational Leadership and Special Education may expect to encounter programs that present cutting-edge information and skills, delivered by an expert, committed faculty, and scheduled for maximum access. Moreover, students can expect to be afforded respect, dignity, and professionally courteous

treatment and be asked to provide similar regard to faculty and to one another.

Note: *Since some specific program requirements change periodically, both via mandates of the California Commission on Teacher Credentialing and University-based modifications, prospective students are advised to consult the School of Education's Credential Office for updates on program details and policy statements and to visit the education website at www.sonoma.edu/education.*

Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out of state teachers/administrators, University constituents, and the University service area in general.

Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

Programs Offered

Basic Teaching Credentials

Education Specialist (special education) Levels I and II

Mild/Moderate; and Moderate/Severe Disabilities

Service Credentials

Administrative Services - Preliminary, Intern, and Professional

Master's Degree (M.A.) Programs

Educational Leadership

Special Education

Doctorate of Education (Ed.D.)

Educational Leadership

(jointly with UC Davis and CSU Sacramento)*

*For information on this new program, contact Director, 707-664-3270

The Education Specialist (special education) Credentials, Preliminary Level I and Professional Level II, are offered in the area of Mild/Moderate and Moderate/Severe Disabilities and authorize the holder to provide services in K-12 special day classes (SDC) or resource specialist program classes (RSP) or other related fields such as inclusion specialists. Many special educators also teach adults with disabilities.

The Administrative Service Credentials, Preliminary Administrative Services (PASC I), and Professional Administrative Services (PASC II) prepare graduates for positions of leadership in K-12 educational institutions.

M.A. in Education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs. Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements or visit the Education website www.sonoma.edu/education.

Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

A Preliminary Level I Education Specialist Credential Program is offered in the areas of mild/moderate (M/M) disabilities and moderate/severe (M/S) disabilities, authorizing the provision of services to individuals in grades K-12 in special day class (SDC) and resource specialist program (RSP) settings, and adults. The credential in M/M disabilities authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impairment, and serious emotional disturbance. The credential in M/S disabilities authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities.

A Multiple Subject or Single Subject credential is no longer required as a prerequisite for admission to a credential program in special education. The Preliminary Level I Education Specialist Credential Program in M/M disabilities and in M/S disabilities includes specified course work in multiple or single subject teacher education for those Education Specialist Credential candidates who do not hold a Multiple Subject or Single Subject credential.

Successful completion of the Preliminary Level I Education Specialist Credential Program in mild/moderate disabilities or in moderate/severe disabilities will allow the candidate to receive a preliminary Certificate of Eligibility, which authorizes the individual to seek initial employment as a special educator. On securing a special education teaching position, the candidate is eligible to receive a Preliminary Level I Credential that is valid for five years. The Preliminary Level I Education Specialist Credential holder must complete Professional Level II preparation in special education within five years of the date of issuance of the Preliminary Level I Credential.

Prerequisites

EDUC 417 School and Society (3) or
LIBS 312 Schools in American Society (3)

Total prerequisite units 3

Multiple/Single Subject Teacher Education Requirements

(Choose one of the following two options):

Multiple Subjects - Elementary Option

EDMS 411 Teaching Second Language Learners (3)
EDMS 474 Mathematics in the Elementary School (3)
EDMS 463 Teaching Reading and Language Arts in Elementary School (includes a fieldwork component) (3)

Single Subject - Secondary Option

EDSS 442 Middle/Secondary Teaching in Multicultural Settings (4)
EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools (includes a fieldwork component) (4)

Total general teacher education units 8-9

Special Education Requirements

(Must complete Common Core plus M/M or M/S credential course work)

Common Core for Education Specialists

EDSP 422 Collaborative Partnerships and Special Education 4
EDSP 423 Assessment, Curriculum, and Instructional Strategies for Students with Disabilities 4
EDSP 424 Classroom Ecology: Management, Discipline, and Behavioral Supports 4

Early Field Experience

EDSP 464A Participant Observation 2
EDSP 464B Participant Observation Seminar 2

Credential-Specific Curriculum

Mild/Moderate Disabilities

EDSP 425 Developing Academic Performance of Students with M/M Disabilities 4
EDSP 465 Student Teaching Practicum M/M and 10
EDSP 466 Student Teaching Seminar M/M or 2
EDSP 481 Intern Practicum/Seminar M/M 4

Moderate/Severe Disabilities

EDSP 428 Pro Seminar: Topics in the Education of Students with M/S Disabilities 4
EDSP 467 Student Teaching Practicum M/S and 10
EDSP 468 Student Teaching Seminar M/S or 2
EDSP 481 Intern Practicum/Seminar M/S 4

Total Level I Special Education units 32

Total units for the Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities 43-44

Level I Portfolio

All Level I Education Specialist credential students are required to develop and maintain a Professional Portfolio in the Level I program.

This portfolio is based on the California Standards for the Teaching Profession and will include professional writing samples and a record of the students' reflections on the impact of their study on their educational practice.

Basic Authorization to Teach in the California Public Schools

The basic authorization to teach in the California public schools requires all the following:

1. Possession of a bachelor's degree.
2. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s).
3. Passing scores on the California Basic Education Skills Test for Teachers (CBEST).
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement.
5. Completion of a state-approved program of professional teacher education.
6. Completion of the Reading Instruction Competence Assessment test (RICA).

Note: Students should consult with the Credentials Office during their first semester on campus if they plan to pursue a teaching credential. Contact the Credentials Office for any changes in credential requirements.

Requirements for Admission to Preliminary Level I Education Specialist Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University.
2. Application for the Education Specialist Level 1 program through the School of Education.
3. Professional Goals Statement.
4. Grade point average of 2.75 in last 60 units of attempted course work or a 2.67 overall grade point average.
5. Submission of scores for California Basic Educational Skills Test (CBEST) or verification of registration for the CBEST exam.
6. Two letters of recommendation.
7. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s).

8. Submission of negative TB test dated within 12 months of application to the program.
9. Filing of the application for a Certificate of Clearance, which includes fingerprinting.
10. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, candidates' professional goals statement, and spontaneous writing sample.
11. Evidence of 40 hours of experience working with school-age children.

Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

Note: Additional program-specific admission requirements are listed with each program description.

Procedures for Admission to Basic Teaching Credential Preparation Programs

The Credentials Office provides information regarding admissions requirements and dates for application to programs in the School of Education.

1. Obtain application packets and additional information from the Credentials Office, Stevenson 1078, or from the website, www.sonoma.edu/education.
2. Submit to the Credentials Office, Stevenson 1078, a complete application as detailed in information provided by the School of Education.

Continuation in Basic Teaching Credential Preparation Programs

1. All education students are required to meet each semester with an education advisor.
2. Students must successfully complete all requirements for each program phase, including course work, practica, and student teaching, before entering the subsequent phase.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of D or F in professional education courses must be removed and statutory requirements met prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave

of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

Special Education Credentials

The California Commission on Teacher Credentialing (CCTC) adopted a two-level credential structure to respond to the changing needs in the field of special education. Candidates interested in obtaining a Special Education Teaching Credential must complete both the Preliminary Level I and the Professional Level II Education Specialist Credential programs. The School of Education offers both levels of the Education Specialist Credentials in Mild/Moderate Disabilities and in Moderate/Severe Disabilities.

Internship Program in Special Education

The Education Specialist Internship Program in the areas of M/M or M/S Disabilities allows public and nonpublic school special education teachers who do not hold the Preliminary Education Specialist Credential to complete a credential preparation program of study while employed as special education teachers and with supervision and mentoring support for the internship assignment. Further information may be obtained from the Credentials Office.

Admission into the Education Specialist Internship Program at Sonoma State University is built upon communication and collaboration between the University, the North Coast Beginning Teacher Program (NCBTP), and the participating school district. The University will work with the districts in an effort to recruit, identify, and admit appropriate candidates for the internship program. To be eligible to participate in an internship program, each candidate must have:

- Obtained an employment offer as a special educator.
- Earned a baccalaureate degree from an accredited college or university.
- Passed the basic skills proficiency test (CBEST).
- Passed a subject matter knowledge exam or a program of subject matter study.
- Completed character and identification clearance (fingerprints).
- Demonstrated knowledge of the U.S. Constitution.
- Obtained an Intern Credential.

An application to the Sonoma State University Education Specialist Internship Program must be completed by each internship program applicant. As part of the process, applicants are required to submit:

- University application and application fee.
- School of Education program application.

- Verification of passage of CBEST.
- One official transcript from all accredited colleges and universities attended.
- (Admission requires a GPA commensurate with California State University requirements as outlined in Executive Order 547.)
- A letter of recommendation from the employing district based, where possible, on teaching evaluations or those used in the employment process for newly hired candidates.
- Verification of subject matter competence.
- Photocopy of Intern Credential.

Intern applicants should also be aware of the following, outlined in the Region 1 Consortium Alternative Certification Proposal:

Successful candidates must demonstrate to the University and the employing school district that they have had a variety of prior successful experiences with children and/or adolescents, such as teaching, tutoring, coaching, camp counseling, and so forth. Candidates will also submit a two-page summary of relevant experiences that have led them to teaching. They will be asked to submit written letters of recommendation from people who are able to comment on their character, work experience, and potential as classroom teachers.

Professional Level II Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

A Professional Level II Education Specialist Credential program is offered in the areas of mild/moderate (M/M) and moderate/severe (M/S) disabilities. Following receipt of the Preliminary Level I Education Specialist Credential, all candidates must complete Professional Level II preparation in special education within five years of issuance of the Preliminary Level I Credential. A major focus of the Professional Level II program is to provide a mechanism for the successful induction of a new professional. The emphasis of the professional development program is to move the special educator beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about his or her role in providing effective instruction and an environment for student success.

As soon as possible, but no later than 120 calendar days of service with the Preliminary Level I Education Specialist Credential, the beginning teacher, employer, and member of the SSU School of Education faculty in the program area of special education collaboratively design a Professional Induction Plan. The Level II induction plan addresses each beginning teacher's assessed needs and outlines specific goals and activities for facilitating professional development. The candidate must enroll in an approved program for the Professional Level II Education Specialist Credential before the induction plan is completed.

To be eligible for the Professional Level II Education Specialist Credential, the candidate must complete a period of induction for at least one full year with a field mentor (support provider) identified

by the employer; must verify successful completion of two years of teaching experience in a full-time special education position or the equivalent, in a public school or private school of equivalent status, while holding a Preliminary Level I Education Specialist Credential; must enroll in and successfully complete the Professional Level II program; and, must be recommended for the Professional Level II Education Specialist Credential by the Institution of Higher Education.

Prerequisites

1. Valid Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities
2. Teaching position in Special Education in a public school or private school of equivalent status and assignment of a support provider.

Required Professional Level II courses

EDSP 511 Professional Induction Plan: Supervised Development (1)

EDSP 512 Advanced Issues in Assessment, Curriculum, and Instruction of Students with Disabilities (3)

EDSP 513 Current and Emerging Research and Practice in Special Education (3)

EDSP 514 Advanced Communication, Collaboration, and Consultation in Special Education (3)

EDSP 515 Advanced Legal Issues in Special Education (3)

EDSP 516 Professional Induction Plan: Culminating Assessment (1)

Total Special Education units for Professional Level II: 14

California Commission on Teacher Credentialing (CCTC) Statutory Requirements for Level II are:

EDUC 404 Computer Uses in Education (2) or

EDUC 484 Introduction to Multimedia and Web Authoring (or equivalent) (3)

NURS 473 Health Education and Drug Abuse (or equivalent) (3)

Cardiopulmonary Resuscitation (CPR) Training

Non-University Activities

Non-University Based Professional Development Activities approved by the Level II Special Education Program Advisor and the candidate's field mentor may be substituted for 3 units of University course work.

Level II Portfolio

All Level II Education Specialist credential students are required to develop and maintain a Professional Portfolio in the Level II program. This portfolio is a continuation of the Preliminary Level I Program Portfolio that is based on the California Standards for the Teaching Profession. Although the focus of each portfolio is different, there is some overlap, given they both include professional writing samples and a record of the students' professional reflections on the impact of their graduate study on their educational practice. Level II students, therefore, will include entries from their Level I Portfolio and Level II activities in the development of their Level II Portfolio.

Candidates outside the Level II program will review the portfolio requirements with their Level II advisor to determine the purpose and focus of their Level II portfolio.

Master of Arts with a Concentration in Special Education

The Master of Arts in Education (M.A.) with a concentration in Special Education provides advanced academic study for persons working with or on behalf of individuals with disabilities. Candidates who possess a valid Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities may combine their master's degree studies with course work from their Professional Level II Education Specialist Credential program preparation. Candidates from related disciplines may pursue this advanced degree with consent from the Department of Educational Leadership and Special Education.

Candidates must apply and be admitted both to the University and to the M.A. in Education-Special Education Concentration program in order to pursue this degree. The course of study (described below) includes the M.A. core curriculum (9-12 units), Special Education Level II course work (9-12 units), and relevant elective course work (units vary). Candidates will select one of the following pathway options for completing their M.A. course of study:

Thesis/Project option (30 units)

Cognate option (36 units)

Individualized Examination option (33 units)

Procedures for Applying to the M.A. Program

1. Apply to the University as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
 - a. A professional goals statement.
 - b. One set of official transcripts.
 - c. One photocopy of a valid basic teaching credential (except where otherwise noted).
 - d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Requirements for the M.A. Degree in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - a. at least one-half of the units in 500-level courses.
 - b. not more than 9 semester units of transfer and/or extension credit.
 - c. filing of an Advancement for Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.

2. Completion and final approval of EDUC 572, 573, or 598 and completion and final approval of a cognate, individualized examination, thesis, curriculum project, or creative project.
3. Completion of M.A. Program portfolio. See description below.

All M.A. requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

School of Education Core Curriculum

The M.A. degree with an emphasis in Special Education is built upon the M.A. core curriculum that includes: EDUC 570 The Reflective Educator (3), EDUC 571 Research Paradigms in Education (3), and one of the following pathways:

- Thesis or Project Options: EDUC 598 Developing a Thesis/Project (3) and EDUC 599 Supervised Research for Thesis/Project (3)
- Cognate Option: EDUC 572 Supervised Study for Cognate Project (3)
- Individualized Examination Option: EDUC 573 Supervised Study for the Individualized Examination (3)

Special Education Concentration

The Special Education course work, taken in addition to the M.A. core curriculum, includes four 3-unit courses that are part of the Professional Level II Education Specialist Credential program in Mild/Moderate and Moderate/Severe Disabilities.

EDSP 512 Advanced Issues in Assessment, Curriculum, and Instruction of Students with Disabilities	3
EDSP 513 Current and Emerging Research and Practice in Special Education	3
EDSP 514 Advanced Communication, Collaboration, and Consultation in Special Education	3
EDSP 515 Advanced Legal Issues in Special Education	3

M.A. candidates will apply either 9 or 12 of the Level II special education coursework units toward their M.A. degree.

Electives

Candidates have the opportunity to seek breadth or depth in a related area of study through completion of elective courses. The number of elective units needed to complete the M.A. degree requirements varies depending upon the culminating option selected. Elective coursework may be drawn from other graduate programs in the School of Education or other departments at Sonoma State University, such as psychology, counseling, kinesiology, or others. These courses are selected with the advice and approval of the M.A. special education advisors.

Course of Study

Professional Level II Candidates

Professional Level II candidates may enter in the fall or spring semester and begin their credential program of study with the course being offered that particular semester. During the first and the final semesters of the program, candidates also take a one-unit

seminar related to the initial development and subsequently the final evaluation of the Professional Induction Plan (EDSP 511 and EDSP 516). Qualified applicants to the M.A. program in Education with a concentration in Special Education can be accepted in both fall and spring semesters. Those accepted into the M.A. program would have the option of beginning the M.A. program core course work in the first semester of Level II study. Many students, however, may choose to take EDUC 570 in the second semester, particularly since the first semester of the Level II program requires four units of study.

Non-Professional Level II Candidates

Qualified applicants to the M.A. program in Education with a concentration in Special Education may be accepted in both fall and spring semesters. Candidates from other programs seeking an M.A. in Education with a concentration in Special Education are expected to complete three or four courses in the Level II program (9-12 units), although they are not expected to formally enroll in the Professional Level II program. Priority for enrollment in all Level II programs is given to candidates seeking the Professional Level II certificate. Therefore, consent of the instructor is required before outside candidates enroll in any Level II course.

Advising

All M.A. candidates within the Special Education concentration will be assigned to a Special Education faculty advisor for the purpose of developing an individualized program of study. Electives will be determined in consideration with the advisor, in an effort to provide a broader program of study that responds to varying student interests.

Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of course work, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity that is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (Developing a Thesis/Project) and 599 (Supervised Study for the Thesis/Project) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses that students choose in consultation with a faculty advisor and/or committee chair and that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program.

The cognate project (e.g., portfolio, professional article, video, website, field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (Supervised Study for the Individualized Examination) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination

and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

M.A. Portfolio

In order to advance to candidacy, all students must complete a program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting where the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student's proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

- Personal, intellectual, and professional growth over the course of the M.A. program.
- Written language proficiency.
- Breadth and depth of knowledge in educational research.
- Breadth and depth of knowledge in the program area of concentration.
- Evidence of planning toward the completion of the culminating activity (thesis/project, cognate project, or individualized examination).

Requirements for M.A. Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations.
- Presentation and approval of program portfolio.
- Filing of Advancement to Candidacy form with School of Education graduate director.

Educational Leadership Program Administrative Service Credentials

The Administrative Services Credential programs were designed collaboratively with school administrators to prepare graduates for positions of leadership in K-12 educational settings. Both the PASC I and the PASC II credentials authorize the holder to serve as a vice principal, principal, coordinator, program director, superintendent, or in other district or county level positions. The Intern Credential authorizes individuals to serve in administrative positions while completing the approved program of PASC I study. Areas of competence addressed in each program are developmental and expand upon prior learning and experiences included in each level of preparation. Throughout all programs, participants progress from concrete applications of what is being studied to more advanced applications of theory into practice that call for the critique and redefinition of

one's knowledge base. Likewise, throughout the programs, multiple learning opportunities are provided adult learners that emphasize the acquisition of personal awareness and personal reflection.

Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential (PASC I) program focuses on entry-level skills for effective administration with particular emphasis on the responsibilities of school site administrators. The program is 27 semester units and can be completed by starting in August and finishing the following June. The course work is offered in late afternoons and evenings or in periodic weekend class sessions spread throughout the semester.

In addition to the general admission requirements for advanced credential programs, PASC I candidates must:

1. Verify three years of appropriate full-time experience on district letterhead (noting inclusive dates, level, and responsibilities) authorized by a teaching or services credential.
2. Secure favorable recommendations from two school administrators indicating possession of administrative and leadership potential.
3. Submit evidence of successful passage of CBEST before or within the first semester of program course work.
4. Attend a program admissions interview.

Internship Program in Educational Administration

Candidates to be employed immediately may enter the program as an administrative intern at any point in the calendar year as long as there is a supporting educational agency request. Candidates enrolled as interns complete the same coursework as PASC I candidates; however the fieldwork is modified to suit the needs of an intern.

PASC I/Intern Program Course of Study

EDEL 580A Introduction to Educational Leadership and School Mgmt	3
EDEL 580B Advanced Educational Leadership and School Mgmt	3
EDEL 581 Mgmt of Educational Personnel: Policies and Procedures	3
EDEL 582 Educational Policy and Politics	3
EDEL 583 School Law	3
EDEL 588 Educational Curriculum, Instruction and Program Assessment	3
EDEL 589 Leadership for Diverse Populations and Communities	3
EDEL 587A Beginning Field Experience in Administration	3
EDEL 587B Advanced Field Experience in Administration	3
Total units for PASC I/Intern Programs	27

The program is usually completed in eleven months; however, candidates can extend the time needed for program completion by meeting with an advisor and customizing the program to meet individual needs. Typically candidates who do not have an M.A. go on to complete the M.A. in Education with emphasis in Educational Leadership.

Professional Administrative Services Credential

In addition to the general admission requirements for advanced credential programs, Professional Administrative Services Credential (PASC II) candidates must:

1. Verify grade point average of at least 3.0 in the last 30 semester units.
2. Secure favorable recommendations from two school administrators indicating applicant's administrative and leadership capability and current administrative activities and accomplishments.
3. Provide two photocopies of a valid Preliminary Administrative Services Credential.

The Professional Administrative Services Credential Program is restricted to those formally admitted to the program. Employment in an administrative position requiring a Preliminary Administrative Services Credential is required for admission into the program.

The Professional Credential Program offers advanced study and fieldwork for practicing administrators in all areas of educational leadership. The program consists of 12 semester units of course work and focuses on candidates examining the six administrative standards adopted by the CCTC. The course work is offered in periodic weekend class sessions spread throughout the semester.

PASC II Program Course of Study

EDEL 590A: Induction Plan	2
EDEL 596A: Introduction to Advanced Educational Problems	2
EDEL 596B: Completion of Advanced Educational Problems	2
EDEL 596C: Introduction to Collaborative Action Research	2
EDEL 596D: Completion of Collaborative Action Research	2
EDEL 590B Assessment of Completion of Induction Plan	2
Total units for PASC II Program	12

Master of Arts with a Concentration in Educational Leadership

The objective of the M.A. degree program with concentration in Educational Leadership is to provide a strong academic foundation for competent administrative practice. The program is 30 semester units inclusive of course requirements for the PASC I program.

The M.A. degree with an emphasis in Educational Leadership is built upon the M.A. core curriculum of the School of Education.

Education Courses (EDUC)

417 SCHOOL AND SOCIETY (3) FALL, SPRING

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements, and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state, and local governing agencies, the knowledge industry, and special-interest groups on education. Grade only. Satisfies GE, category D1 (Individual and Society).

490 SELECTED TOPICS IN EDUCATION (1-4) FALL, SPRING

A course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Independent study designed in consultation with an instructor. Grade only. Prerequisites: successful completion of at least two courses in the School of Education, and submission of a completed SSU special studies form with required approvals during the first week of classes.

Graduate Courses**500 ADVANCED SELECTED TOPICS IN EDUCATION (1-4) FALL, SPRING**

A graduate course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

570 THE REFLECTIVE EDUCATOR (3) FALL, SPRING

This is the first in a series of three graduate core courses in the School of Education. Students will take this course at the beginning of the M.A. program. The focus of this course is on philosophical, historical, social, and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. In this course, students will begin to construct a reflective program portfolio that they will continue to modify throughout their M.A. program. The portfolio is intended to be cumulative throughout the graduate core courses. Grade only. Prerequisite: admission to M.A. in Education program.

571 RESEARCH PARADIGMS IN EDUCATION (3) FALL, SPRING

This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers, and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the M.A. in Education culminating activity. Grade only.

572 SUPERVISED STUDY FOR THE COGNATE PROJECT (3) FALL, SPRING

This supervised independent study provides students with guidance in the completion of their cognate project. Under the direction of the committee chair, and in consultation with all committee members, students will complete (1) a project that synthesizes their cognate course work and connects it to their M.A. Program Concentration, and (2) a scholarly reflection which accompanies the project. Following completion of the project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

573 SUPERVISED STUDY FOR THE INDIVIDUALIZED EXAMINATION (3) FALL, SPRING

This supervised independent study provides students with guidance in preparing for the individualized examination. Under the direction of the committee chair, and in consultation with all committee members, each student will determine the areas of study to be addressed in the examination, choose relevant readings, and conduct a concentrated study of those areas to prepare for the exam. Following completion of the written exam, students will take an oral exam in which committee members ask follow-up questions to the written responses. Cr/NC. Prerequisite: advancement to candidacy.

578 PROJECT CONTINUATION (1-3) FALL, SPRING

Designed for students working on their thesis or master's project but who have otherwise completed all graduate course work toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

595 SPECIAL STUDIES (1-4) FALL, SPRING

Independent study designed in consultation with an instructor. Grade only. Prerequisite: Students must complete the standard SSU form and secure the required approvals during the first week of classes.

598 DEVELOPING A THESIS/PROJECT (3)

This is the final course in the graduate core courses in education. This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the Master of Arts degree proposal. The main goal is to provide students with knowledge to begin their thesis or project. Time is provided students to assess progress in the program and to complete portfolio development. Grade only. Prerequisite: completion of all M.A. course work or taken in final semester of M.A. course work.

599 SUPERVISED RESEARCH FOR THESIS/PROJECT (3)

Supervised Research provides students with guidance in the completion of their research project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 Developing a Thesis/Project. Following completion of the research project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: completion of EDUC 598. Advancement to candidacy approved.

Educational Leadership Courses (EDEL)

Preliminary Level I Administrative Services Credential (PASC I)**580A INTRODUCTION TO EDUCATIONAL LEADERSHIP AND SCHOOL MANAGEMENT (3) SUMMER**

This course is the introductory course for the Sonoma State University Preliminary Administrative Services Credential Program. Candidates examine concepts of leadership, school culture, the dynamics involved in change, democratic decision-making and school governance, diversity, frames of reference, and the roles of an educational leader. Current practices are examined with a view of rethinking schools for the 21st Century based on developing educational leadership values. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

580B ADVANCED EDUCATIONAL LEADERSHIP AND SCHOOL MANAGEMENT (3) SUMMER

This course is designed as the final focus on School Site Leadership at the preliminary credential level. The goal of the course is to learn successful strategies and approaches involved in school improvement and ways to develop the school as an organization. Candidates engage in a self-assessment of their skills and abilities in educational leadership in preparation for administrative positions. Grade only. Prerequisites: admission to the Preliminary Administrative Services Credential Program and EDEL 580A.

581 MANAGEMENT OF EDUCATIONAL PERSONNEL: POLICIES AND PROCEDURES (3) FALL, SPRING

Candidates examine human resource administration as it relates to educational leadership. Through study, candidates develop an understanding of the importance and dimensions of issues related to human resources that lead to positive and productive educational settings. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

582 EDUCATIONAL POLICY AND POLITICS (3) FALL, SPRING

This course is an examination of federal, state, and local politics and policy and their effects on school districts and schools. Emphasis is placed on the issues of educational reform, accountability, and finance. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

583 SCHOOL LAW (3) FALL, SPRING

This course is a study of the governance of school and the various sources of regulation impacting education. Case studies and application of various sources of law are explored, including student rights, torts, First Amendment issues, special education law, teacher rights, contracts, church and state issues, and discipline. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

587A BEGINNING FIELD EXPERIENCE IN ADMINISTRATION (3) FALL

This course is the beginning field experience in school administration that extends learning and program course work. In this course, candidates develop and start work on a fieldwork action plan that addresses all six administrative standards. Cr/NC. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

587B ADVANCED FIELD EXPERIENCE IN ADMINISTRATION (3) SPRING

This course is the completion of fieldwork for the program. Candidates provide evidence that they have successfully met all six administrative standards in their fieldwork experiences. Cr/NC. Prerequisites: admission to the Preliminary Administrative Services Credential Program and EDEL 587A.

588 EDUCATIONAL CURRICULUM, INSTRUCTION, AND PROGRAM ASSESSMENT (3) FALL, SPRING

Candidates study curriculum theory and some of the curriculum ideologies found in public and private schools. Candidates examine the relationship between standards and curriculum design. The candidate learns how to plan and evaluate curriculum. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

589 LEADERSHIP FOR DIVERSE POPULATIONS AND COMMUNITIES (3) WINTER INTERSESSION

This course is designed for candidates to reflect on their own culture and to better understand the point of view of a variety of cultures, ethnic groups, special groups, and school leadership in a diverse society. The goal of the course is to learn successful strategies and approaches involved in working with very diverse communities. The course examines the guiding principles and essential elements of cultural proficiency. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

Professional Level II Administrative Services Credential (PASC II)

590A INDUCTION PLAN (2) FALL

Students develop in consultation with their employer and SSU program faculty an induction plan that meets the Professional Administrative Services Credential requirements. The plan reflects an assessment of the administrator's strengths and needs, future professional goals, and requirements of the position in which the student works. Cr/NC. Prerequisite: admission to the Professional Administrative Services Credential Program.

590B ASSESSMENT OF COMPLETION OF THE INDUCTION PLAN (2) SPRING

During the final seminar in PASC II, the candidate in conjunction with program faculty and the employing school district determine that the induction plan proposed in EDEL 590A has been completed. The competency review includes review of the special concentration in Advanced Field Experience and the development of an ongoing future professional development plan that reflects student strengths and areas of need identified during the PASC II Program. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program and EDEL 590A.

596A INTRODUCTION TO ADVANCED EDUCATIONAL PROBLEMS (2) FALL

EDEL 596A is the first of two content courses in the PASC II program at Sonoma State University. The course is designed to study six substantive educational problems. Each problem is studied from the perspective of the six CCTC Administrative Standards and provides a deeper understanding of both the educational problem and the administrative standards. This course helps students understand complex problems from a systems perspective and helps administrators develop the skills to evaluate situations from a variety of lenses. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program.

596B COMPLETION OF ADVANCED EDUCATIONAL PROBLEMS (2) SPRING

EDEL 596B is the second and last in the series of content courses for the Professional Clear Administrative Credential. At the conclusion of this course, candidates demonstrate that they understand complex problems from a systems perspective. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program and EDEL 596A.

596C INTRODUCTION TO COLLABORATIVE ACTION RESEARCH (2) FALL

Candidates enrolled in the Professional Clear Administrative Credential Program work with University faculty in the development, execution, analysis, and critique of a Collaborative Action Research Project. The proposal and methodology are developed as a focus of this course in the fall. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program.

596D COMPLETION OF COLLABORATIVE ACTION RESEARCH (2) SPRING

In EDEL 596D, candidates implement the Collaborative Action Research Project developed during EDEL 596C. Candidates submit a written project report and present the project to course participants as a culminating assessment and provide critiques of other candidates' projects. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program and EDEL 596C.

Special Education/Multiple Subject Courses (EDMS)

463 TEACHING READING AND LANGUAGE TO BEGINNING LEARNERS (3) FALL, SPRING

Philosophy, goals, and pedagogy in reading and language arts in grades K-3. Candidates examine early literacy development and teaching/learning processes in order to extend their knowledge and competencies to teach reading, writing, and other sign systems to students of diverse backgrounds. Candidates learn to assess and build upon the oral and written language strengths children bring to school, with attention to print awareness, control of language (semantics, syntax, grapho-phonemics, pragmatics), functions of oral and written language, literature and text interpretation, language conventions, writing strategies, writing applications, and non-written communication. Literacy is viewed as a dynamic and multidimensional human process that enables individuals to express, communicate, and reflect on their experiences, hopes, and dreams. Reading and writing involve constructive strategies of composition and comprehension, situated in particular contexts and carried out for personal and social purposes. Language and literacy vary according to regional, historical, social, cultural, political, and economic influences; these and other factors must be interrogated and taken into account in instructional decisions. All children learn language, learn about language, and learn through language by using language in natural contexts. Grade only.

474 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3) FALL, SPRING

Goals, principles, methods, and materials for teaching mathematics in elementary schools. This course aims to increase students' own confidence and appreciation of elementary mathematics, to broaden and deepen their understanding of current trends and issues in mathematics education, and to help them develop techniques and activities for teaching mathematics effectively to children. Course work includes many teaching and learning activities, as well as reading and discussion. Grade only.

Special Education/Single Subject Courses (EDSS)

EDSS 442 MIDDLE/SECONDARY TEACHING IN MULTICULTURAL SETTINGS (4) FALL, SPRING

Exploration of theory and research on teaching, learning, and the curriculum and their relationship to teaching practice in middle, junior high, and senior high schools. Emphasis on teaching/learning situations applicable to all content areas and to issues of culture and diversity. All aspects of instructional planning, implementation, and evaluation are addressed, including classroom atmosphere, interpersonal skills, classroom leadership, management and discipline, interdisciplinary planning, and teaming and collaborative learning. Students develop a repertoire of teaching strategies that address the needs of diverse learners. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only.

446 LANGUAGE AND LITERACY ACROSS THE CURRICULUM: MIDDLE AND SECONDARY SCHOOLS (4) FALL, SPRING

Principles, methods, and materials for guiding students' literary development in subject areas at the secondary level. Includes literacy and language theory and current issues in reading/language pedagogy for first and second language learners. Emphasis is on the interrelationships between language systems and constructivist literacy theory and the cognitive, affective, and social aspects of literacy development in subject areas. Issues of cultural and language diversity related to competencies, bilingualism, classroom management, lesson and unit design using competencies, and dialect variation are integral to the course. Grade only.

Special Education Courses (EDSP)

422 COLLABORATIVE PARTNERSHIPS AND SPECIAL EDUCATION (4) FALL, SPRING

In EDSP 422, candidates are presented with theory, concepts and practices related to the implementation of special education services for students with disabilities and their families. Foundational knowledge on the identification of disabilities, service delivery models, and the legislative framework that mandates key special education practices are explored. Additional emphasis is placed on the communication, consultation, and collaboration skills useful in forming productive partnerships with families, school personnel, and community service providers. Course work and field assignments are integrated to support the development of a personal philosophy of special education that links theory to practice. Grade only. Prerequisite: Admission to the Education Specialist Credential Program or by permission of the instructor.

423 ASSESSMENT, CURRICULUM, AND INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES (4) FALL, SPRING

In EDSP 423, candidates explore the basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse special education needs. Candidates learn to assess student needs utilizing a variety of formal and informal assessments and to develop appropriate goals and learning objectives based on assessment findings. The linkage between assessment, curriculum, and instruction is emphasized, including monitoring of student learning. Legal, ethical, and diversity issues related to assessment are explored. Eligibility criteria and characteristics of students with disabilities are also a focus of this course. Grade only. Prerequisite: Admission to Education Specialist Credential Program or by permission of the instructor.

424 CLASSROOM ECOLOGY: MANAGEMENT, DISCIPLINE, AND BEHAVIORAL SUPPORTS (4) FALL, SPRING

EDSP 424 provides candidates with an overview of both classwide and individual classroom behavior management. Theories and philosophies of creating classroom ecologies, management strategies, discipline, and behavioral supports are considered to inform how special educators teach and reinforce pro-social

behavior for all students. Functional assessment and analysis are used to develop positive behavior support plans for children with more significant behavior needs. The goal of this course is to help candidates learn to promote the social competence, self-management, and communication skills of students with special needs through behavior support. Grade only. Prerequisite: Admission to the Education Specialist Credential Program or by permission of the instructor.

425 DEVELOPING ACADEMIC PERFORMANCE OF STUDENTS WITH MILD/MODERATE DISABILITIES (4) FALL, SPRING

EDSP 425 is designed to provide candidates in the Education Specialist Mild to Moderate Disabilities Credential Program with a research-based perspective on developing academic performance for students with mild to moderate disabilities. The relationship among assessment, curriculum, and instruction is investigated through the examination and application of a variety of informal assessments, instructional strategies, and curricula within the context of access to the core curriculum and content standards. Curricular modifications and instructional strategies that support students with mild/moderate disabilities in inclusive settings are explored. Course work follows a "theory into practice" format consisting of classroom simulations, visitations, guided activities, and student projects using field-based lessons. Grade only. Prerequisite: Admission to the Education Specialist Credential Program or by permission of the instructor.

428 PROFESSIONAL SEMINAR: TOPICS IN THE EDUCATION OF STUDENTS WITH MODERATE AND SEVERE DISABILITIES (4) SPRING

EDSP 428 is designed to provide candidates in the Education Specialist Moderate to Severe Disabilities Credential Program with a research-based perspective on developing skills that are functionally tied to real world demands and that are referenced as the requirements for successful inclusion in school, community, and workplace. The relationship among assessment, curriculum, and instruction is explored through the examination and application of a variety of informal assessments, instructional strategies, and curricula. Curricular modifications and instructional strategies that support students with moderate/severe disabilities in inclusive settings are investigated within the context of access to the core curriculum and content standards. Topics include medical and health issues and competencies for teachers of students who are medically fragile or have multiple disabilities and the building of the circle of supports for learners with significant disabilities and health-related needs. The concepts of the "least restrictive environment," dignity of risk, school to work transition, self-advocacy, and inclusive communities are explored. Grade only. Prerequisite: Admission to the Education Specialist Credential Program or by permission of the instructor.

430 SPECIAL EDUCATION FOR TEACHERS (4) SPRING, SUMMER

A survey course that presents theory, program concepts, and teaching practices related to students with special educational needs. Legislation, public policy, and advocacy related to the full inclusion of students with special needs into the least restrictive environment are reviewed. Additionally, assessment, curriculum and instructional modifications designed to accommodate learners with diverse backgrounds (cultural, linguistic, socioeconomic) and abilities are addressed. Thirty hours of required field experience are an integral part of the course. Grade only. This course meets the special education requirements to convert a basic credential to a Professional Clear Credential and is a required beginning course for students in the Education Specialist Credential Program.

433 TEACHING ADOLESCENTS WITH SPECIAL NEEDS (3) FALL, SPRING

This is an introductory course which presents a survey of theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the educational and social needs to secondary aged students with disabilities as well as gifted and talented students. Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Knowledge, skills, and strategies including disability and gifted and talented identification, major roles and re-

sponsibilities in the Individual Education Program (IEP) process, and collaboration between general and special educators aimed at successful inclusive educational practices are also addressed. 30 hours of field experience are included. Elements of this course will include the use of the Internet and the World Wide Web.

464A PARTICIPANT OBSERVATION (2) FALL, SPRING

EDSP 464A provides an early fieldwork experience for Education Specialist Credential candidates not currently working in special education as interns. Candidates become acquainted with the daily operation of a special education classroom within the context of the school and the community. 90 hours of observation and participation in a special education classroom, during which the candidate observes curriculum, instruction, classroom ecology, IEP meetings, and assessment. Cr/NC. Prerequisite: Admission to the Education Special Credential Program. Requires concurrent enrollment in EDSP 464B.

464B PARTICIPANT OBSERVATION SEMINAR (2) FALL, SPRING

This seminar, to accompany EDSP 464A, allows candidates to discuss and evaluate their experiences observing in special education classrooms, with a focus on the social context of the classroom, school, and community. The roles of specialists and others working in collaboration with the special educator are investigated, and links between theory and practice are explored. Prerequisite: Admission to the Education Special Credential Program. Requires concurrent enrollment in EDSP 464A.

465 STUDENT TEACHING PRACTICUM: MILD/MODERATE DISABILITIES (10) FALL, SPRING

EDSP 465 represents the student teaching component of the Mild/Moderate Disabilities Credential Program. Student teaching is a culminating experience that must occur in the final semester of the program. Credential candidates student teach for 12 weeks under the guidance and supervision of a duly selected Master Teacher in the schools as well as a University supervisor from Sonoma State University. Student teaching sites are selected to reflect current prevailing practices in the education of learners with mild or moderate disabilities. Thus, resource specialist programs, special day classes, transitional classes, inclusion programs, and "non-public schools" certified by the California Department of Education all represent possible placement sites for student teachers. Candidates may receive student teaching credit for assignments where they are also the "teacher of record," or otherwise employed, contingent on suitable supervision and guidance availability on-site. Cr/NC only. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential Program. Corequisite: EDSP 466.

466 STUDENT TEACHING SEMINAR: MILD/MODERATE DISABILITIES (2) FALL, SPRING

EDSP 466 represents the seminar which accompanies the student teaching component of the Education Specialist Mild/Moderate Disabilities Credential Program. The seminar is designed to provide a problem-solving forum for the myriad of educational, social, and psychological issues which tend to arise as part of student teaching. Guidance and support aimed at a successful student teaching experience is offered through EDSP 466. In addition to the instructor of EDSP 466, occasional guest visits by student teaching supervisors, resident teachers, and school administrators will complement the class sessions. Candidates will also be provided time to form cooperative support groups around commonalities of assignment or problem areas. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential Program. Corequisite: EDSP 465.

467 STUDENT TEACHING PRACTICUM: MODERATE/SEVERE DISABILITIES (10) FALL, SPRING

EDSP 467 represents the student teaching component of the Education Specialist Moderate/Severe Disabilities Credential Program. Student teaching is a culminating experience that must occur in the final semester of the program. Credential candidates student teach for 12 weeks under the guidance and supervision of a duly selected Master Teacher in the schools as well as a University supervisor from Sonoma State University. Student teaching sites are selected to reflect current prevailing practices in the education of learners with moderate or severe disabilities. Thus, resource specialist programs, special day classes, transitional classes, inclusion programs, and "nonpublic schools" certified by the California Department of Education all represent possible placement sites for student teachers. Candidates may receive student teaching credit for assignments where they are also the "teacher of record," or otherwise employed, contingent on suitable supervision and guidance availability on-site. Cr/NC only. Prerequisites: Admission to the Education Specialist Moderate/Severe Disabilities Credential Program. Corequisite: EDSP 468.

468 SEMINAR: MODERATE/SEVERE DISABILITIES (2) FALL, SPRING

EDSP 468 represents the seminar that accompanies the student teaching component of the Education Specialist Moderate/Severe Disabilities Credential Program. The seminar provides a problem-solving forum for the myriad of educational, social, and psychological issues which tend to arise as part of student teaching. Guidance and support aimed at a successful student teaching experience is offered through EDSP 468. In addition to the instructor of EDSP 468, occasional guest visits by student teaching supervisors, resident teachers, and school administrators will complement the class sessions. Candidates will also be provided time to form cooperative support groups around commonalities of assignment or problem areas. Prerequisites: Admission to the Education Specialist Moderate/Severe Credential Program. Corequisite: EDSP 467.

481 INTERN PRACTICUM/SEMINAR (4) FALL, SPRING

The practicum and seminar provide for the guidance and supervision of students working as teachers in the Preliminary Level I Education Specialist Credential Intern Program. Interns will analyze their current classroom practices and influences on their training. They will also develop a professional portfolio consistent with their district professional growth plan and their individual Intern Program Plan. The seminar will meet on selected days and online (for a total of 15 hours). Students will be supervised twice a semester by the University faculty member and at other times by district personnel.

511 PROFESSIONAL INDUCTION PLAN: SUPERVISED DEVELOPMENT (1) FALL, SPRING

EDSP 511 is the initial course in the Professional Level II Education Specialist Credential program. This course offers a forum for the development of an individualized plan for the induction of new special education teachers into the profession of special education. The Individual Learning Plan developed during Preliminary Level I forms the basis for development of the induction plan. The Professional Induction Plan is developed in response to the new teachers' areas of professional needs and interests. It is developed by the candidate with University faculty, school district mentors/ support providers, and other teachers. Cr/NC only. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.

512 ADVANCED ISSUES IN ASSESSMENT, CURRICULUM, AND INSTRUCTION FOR STUDENTS WITH DISABILITIES (3) FALL

EDSP 512 is part of the Professional Level II Education Specialist Credential Program. Foundational knowledge in assessment, curriculum, and instruction is extended within EDSP 512. Candidates gain advanced skills in planning, conducting, reporting, and utilizing a variety of assessments, and in integrating assessment results into instructional planning. Issues such as assessment bias and research, law, and policies and procedures pertaining to the assessment process are addressed. Broad curricula areas including vocational development and community living preparation, diverse instructional approaches, and educational technologies are also addressed. Adaptation and modification of assessment, curriculum, and instruction to meet the individual needs of students with disabilities is a course focus. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.

513 CURRENT AND EMERGING RESEARCH AND PRACTICE IN SPECIAL EDUCATION (3) FALL, SPRING

EDSP 513 is part of the Level II Education Specialist Credential Program. The course will critically examine emerging research on varied issues impacting special educational policy and practice. The value of empiricism as a philosophy and data-based teaching practices will be explored. The issues surrounding quantitative and qualitative measurement along with varied conceptualizations of validity, reliability, and accountable practice will be explored via assigned readings and individual projects. These projects will require students to assess the research-based merits of selected special educational practices. Candidates will be required to triangulate various quantitative and qualitative measures of educational and policy effectiveness in order to render empirically informed conclusions about differential effects of various practices in the field of special education. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.

514 ADVANCED COMMUNICATION, COLLABORATION, AND CONSULTATION IN SPECIAL EDUCATION (3) FALL, SPRING

EDSP 514 is a required course for the Professional Level II Education Specialist Credential Program. EDSP 514 explores advanced issues surrounding communication, collaboration, and consultation in special education. The effective performance of educational leadership, advocacy, and team management, as well as methods for positively representing special education to parents, administrators, and other educators are addressed in the course. Additionally, skills and methods of collaborating and communicating with professionals and paraprofessionals about students' complex emotional and behavioral needs are addressed. The area of cross-agency transitional services and individualized transitional experiences are explored with emphasis on communication and collaboration across human service agencies. The development of collaborative planning, evaluation and refinement of instructional strategies, curriculum, adaptations, and behavioral support are also required of candidates taking EDSP 514. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.

515 ADVANCED LEGAL ISSUES IN SPECIAL EDUCATION (3) SPRING

EDSP 515 is part of the Professional Level II Education Specialist Credential program. Advanced legal issues faced by teachers, administrators, and parents in special education are addressed. Topics include entitlement to services, procedural due process, complaint resolution, least-restrictive environment, provision of related services, parent participation, shared decision-making, and other related legal issues. Candidates review federal legislation, case law, and statutory requirements within the context of understanding the legal framework underlying special education and providing services, which are legally, as well as program-matically, sound. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.

516 PROFESSIONAL INDUCTION PLAN: CULMINATING ASSESSMENT (1) FALL, SPRING

EDSP 516 is the final course in Professional Level II Education Specialist Credential program. This course creates a context for the culminating assessment of the individualized Professional Induction Plan. Candidates will collaboratively assess the elements presented in their induction plans developed in EDSP 511. Working with University faculty, school district support staff, and other teachers, the candidates will evaluate the attainment of their professional goals by reviewing the evidence contained in their Professional Portfolio and applied to their school settings. Areas for continued professional growth will also be identified. Cr/NC only. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.