

# EDUCATION: EDUCATIONAL LEADERSHIP AND SPECIAL EDUCATION (ELSE)

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## 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 complement 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 some are partially 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](http://www.sonoma.edu/education).

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## 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.

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## 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.

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## Programs Offered

### Basic Teaching Credentials

Education Specialist (special education) Intern, Level I and Level 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).

*For information call 707-664-4051.*

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 inclusion programs, resource specialist program classes (RSP), special day classes (SDC), or other related fields, including work with adults with disabilities. At the completion of the Educational Specialist credential programs, candidates

will have met the requirements to teach students who are English learners.

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. PASC II is offered alternate years on an as-needed basis.

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](http://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 inclusion programs, resource specialist program (RSP) settings, special day class (SDC), and working with 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 not 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 a 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)

—OR—

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 (10) and

EDSP 466 Student Teaching Seminar M/M (2) or

EDSP 481 Intern Practicum/Seminar M/M (8-12)

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 (10) and

EDSP 468 Student Teaching Seminar M/S (2) or

EDSP 481 Intern Practicum/Seminar M/S (8-12)

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 professional practice.

## Basic Authorization to Teach in the California Public Schools

The basic authorization to teach in the California public schools requires all of 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) via CSET;
3. Basic skills requirement met via appropriate option;
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 at SSU will meet the requirement;
5. Completion of a state-approved program of professional teacher education; and
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. Basic skills requirement met via appropriate option;
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) via CSET;
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; and

11. Evidence of 45 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](http://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. The passing grade for each course in the program is a "C" or better, including prerequisite courses. Incomplete grades must be removed and statutory requirements must be 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 (CTC) 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 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:

- Completed 120 clock hours of initial teacher preparation (CTC, 3/08);
- Obtained an employment offer as a special educator;
- Earned a baccalaureate degree from an accredited college or university;
- Met basic skills requirement via appropriate option;
- Passed a subject matter knowledge exam or a waiver program of subject matter study;
- Completed character and identification clearance (fingerprints);
- Demonstrated knowledge via course or exam of the U.S. Constitution; and
- Obtained an Intern Credential.

Each internship program applicant must complete an application to the Sonoma State University Education Specialist Internship Program. As part of the process, applicants are required to submit:

- University application and application fee;
- School of Education program application;
- Basic skills requirement met via appropriate option;
- One official transcript from all accredited colleges and universities attended which includes the posted B. A. degree;
- 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; and
- Verification of subject matter competence.

## **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. Additional requirements may be required for out-of-state or out-of-country credentials as delineated on the Level 1 credential.

### **Prerequisites**

1. Valid Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities and
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 (CTC) Statutory Requirements for Level II are:

Computer Uses in Education Class

Health Education, Wellness and Drug Abuse Class

Cardiopulmonary Resuscitation (CPR) Training (to include Adult, Child, and Infant)

Candidates' work in district beginning teacher induction programs may be submitted for review of equivalency of these classes.

### ***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. It includes professional writing samples and a record of the students' professional reflections on the impact of their graduate study on their educational practice and the attainment of their professional goals.

## **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; and

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); and
  - 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. 21 semester units shall be completed in residence + no more than 30% of coursework shall be allowed in transfer, including work done through extended education,
  - 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-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, 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, or 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 that 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; and
- 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; and
- Filing of Advancement to Candidacy form with School of Education graduate director.

## **Educational Leadership Program Administrative Service Credentials**

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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**

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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 July/August with a summer course and finishing the following June with an additional summer course. The classes are offered on a cohort basis in late afternoons and evenings or in periodic weekend class sessions (Friday evening and Saturday) 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 school or 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; and
4. Attend a program admissions interview and/or submit a statement of professional goals.

**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**

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. This program is offered alternative years on an as-needed basis. Please contact the ELSE department for current information. The course work is offered in periodic week-end class sessions spread throughout the semester.

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; and
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.

**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. Candidates may refer to the previous section on Requirements for the MA Degree in Education for a complete description of the Master of Arts program.