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 a Preliminary and Clear Education Specialist in Special Education and the Preliminary Administrative Services Credentials. Masters of Arts degrees are also offered in conjunction with these programs. 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.

Programs Offered

BASIC TEACHING CREDENTIALS

Education Specialist (special education)/Preliminary, Intern and Clear Mild/Moderate, Moderate/Severe Disabilities

SERVICE CREDENTIALS

Administrative Services - Preliminary and Intern

MASTER'S DEGREE (M.A.) PROGRAMS

Educational Leadership
Special Education

The Education Specialist (special education) credentials are offered in the area of mild/moderate and moderate/severe disabilities and authorize the holder to provide services in K-22 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 have autism or are English learners. The Clear credential may be earned at SSU in place of a Beginning Teacher Support and Assessment (BTSA) program.

The Credential Preliminary Administrative Service prepares graduates for positions of leadership in P-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 Education Specialist Credential in Mild/ Moderate or Moderate/Severe Disabilities

A Preliminary 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, autism, 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 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 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 Credential that is valid for five years. The Preliminary Education Specialist Credential holder must clear the credential through Induction or BTSA.

Education Specialist Course Requirements

Corequisites (3 semester units):

EDSP 400 Foundations of Special Education (Required course for all E.S. candidates	3

General Teacher Education Coursework (7 semester units):

EDMS 463 Teaching Reading and Language Arts in Elementary School (includes a field work component)	3
EDSS 446 Language and Literacy across the Curriculum: Middle and Secondary Schools)	4

Common Core For Education Specialists (15 semester units):

EDSP 421A Effective Practices that Support Students with Diverse Learning Needs	3
EDSP 421B Early Field Experience	1
EDSP 421C Using Educational and Assistive Technology	1
EDSP 421D Healthy Learners and School Environments	1
EDSP 422A Case Management and Transition Planning in Special Education	3
EDSP 422B Participant Observation/Fieldwork	1
EDSP 423 Assessment of Students with Disabilities	3
EDSP 424 Positive Behavior Support for Students with Disabilities	3

Credential-Specific Curriculum (7-9 semester units):

Mild/Moderate Disabilities

EDSP 425 Developing Academic Performance for Students with Disabilities	4
EDMS 474 Mathematics in the Elementary School	3

Moderate/Severe Disabilities

EDSP 428 Education of Students with Moderate to Severe Disabilities	4
EDSP 426 Communication Development: Assessment & Instruction	4

***Student Teaching (13 semester units):*

EDSP 460 Teaching Event Seminar (all candidates)	2
EDSP 465 Student Teaching: M/M candidates only	11
EDSP 467 Student Teaching: M/S candidates only	11

*** Taking more than 5 additional units of coursework while enrolled in student teaching and the associated seminar requires prior approval of the department.*

Education Specialist Intern Program

The Education Specialist Intern Program at Sonoma State University is a partnership with the North Coast Beginning Teacher Program (NCBTP), a state approved university-based program. This program allows the intern to complete the requirements for a Preliminary Education Specialist (EP) credential concurrent with their first year or two in a paid special education teaching position. The program includes coursework at the university, university supervision in the K-12 classroom, a district support provider, and special support seminars provided by NCBTP. Completion of an internship program results in the same credential as is earned through the traditional teacher preparation program.

To qualify for an internship program, an individual must:

- Be formally admitted to the university and the ES program;
- Possess a bachelor's degree;
- Satisfy the U.S. Constitution requirement;
- Have a job offer as a special education teacher;
- Successfully complete the Intern Application Evaluation which includes approval from the Special Education Program faculty and the School of Education Credential Analyst; and
- Meet Pre-Service Requirements.

The Intern Application Evaluation form verifies that these requirements have been met and is available online at www.sonoma.edu/education/else/preliminary-education/es-internship.html or in the School of Education.

Interns are bound by the same program requirements, policies and procedures as all ES candidates except for the student teaching requirement. Instead of student teaching in the final semester of the program, which is typical in the ES credential program, interns are provided with university supervision in their K-12 classrooms throughout their internship, typically ranging between two and three semesters. Supervision includes candidates attending the intern seminar (EDSP 481) where they meet with their supervisor and other interns to discuss their classrooms while bridging theory and practice, gathering suggestions and support, and discussing topics that are applicable to their current teaching situations.
Because of the increased responsibilities that an internship

demands, interns are not allowed to take more than 12 units each semester. This sometimes alters an ES candidate's original program plan, delaying completion of the credential program by one or two semesters. The intern credential is valid for up to two years, provided the intern continues to be enrolled in university classes and employed as a special education teacher. It is important that the intern completes both the university course work and all statutory requirements before the intern credential expires. Interns who do not hold a previous multiple or single subject credential must also pass the Reading Instruction Competence Assessment (RICA) as part of their statutory requirements.

Employment Verification

Employment must be verified by a letter of employment, on official letterhead from the employing school or district, verifying the date employment began, the type of assignment and location, and whether it is a full time or part time position (if it is part time the letter needs to specify the percentage of time you will be working).

Intern Application Interview

The Intern Coordinator conducts the intern application interview. The interview evaluates the candidate's academic achievement, progress, professional dispositions and responsibilities.

Please note: eligibility and admissions requirements to the Intern Program are subject to change. Please contact the Intern Advisor for current eligibility and admissions requirements.

Clear Education Specialist Credential

After a candidate has completed a Preliminary Education Specialist Credential, which permits employment as a special education teacher, he or she must complete a Professional Credential Program (Induction) within five years of the date of issuance of the Preliminary Credential. A single induction program will clear all preliminary education specialist credentials at one time (mild-moderate, moderate-severe.). Candidates may choose to complete Clear Induction through BTSA or a university based program.

A valid Preliminary Education Specialist Credential is a prerequisite to this program. However, holding a teaching position is not a requirement for entering an Induction program, nor for clearing a preliminary credential. Candidates will need field experience with students with disabilities to be able to complete induction requirements.

Candidates will be able to apply for the Clear Education Specialist Credential through the Credentials Office at the end of a one-year, 12 unit program.

The SSU Clear Induction program aligns with our Master's Degree in Education with an emphasis in Special Education.

Please note that our Clear Induction program admits candidates during the Fall term only.

Coursework for Clear Induction

EDSP 501 (3) Formative Assessment and Induction into Teaching (FALL)

EDSP 504 (3) Formative Assessment and Induction Culmination (SPRING)

Electives (6) Select two courses of interest to candidate from a menu of options

Total units for Clear Education Specialist Credential 12

Electives

Each candidate will also take 6 units of coursework that reflect his or her own interests for professional development. A menu of options is offered to candidates to advance expertise and to become a more knowledgeable, reflective and effective special education teacher. These courses may not have been taken as part of a previous credential program. Additional options may be considered on an individual basis (e.g., independent study about transition programs). The Education Specialist Clear Credential Coordinator will advise and evaluate the menu of options in consultation with the beginning teacher and district support provider.

Candidates may also choose to complete a Non University Based Activity (NUBA) to complete a portion of the Induction Program (see description below).

Academic Focus

EDSP 425: Developing Academic Performance for Students with Disabilities
EDMS 474: Mathematics in the Elementary School
EDMS 475: Science in the Elementary School
EDMS 471: Social Studies in the Elementary School
EDSP 502: Advanced Pedagogy in Special Education

Special Education Focus

EDSP 513: Current and Emerging Research in Special Education
EDSP 515: Special Education Law

Focus on English/Second Language Learners

EDMS 411: Teaching Second Language Learners
EDTE 541: Advanced Pedagogical Grammar

Focus on Teaching Students with Moderate to Severe Disabilities

EDSP 426: Communication Development: Assessment & Instruction

EDSP 428: Teaching Students with Moderate to Severe Disabilities

Focus on Reading and Language Arts

EDRL 521A: Language Development in First and Second Languages
EDRL 521B: Reading & Language Arts in First and Second Languages (3)
EDRL 522: Assessment & Teaching in Reading (3)
EDRL 524: Literature and Literacy

Focus on Technology

EDCT 552: Educational Technology Praxis
EDCT 557: Educational Technology Project Management

Focus on Early Childhood

EDEC 532 (3) Social-Moral Development in Childhood
EDEC 538 (3) The Development of Language and Thinking in Infancy through Middle Childhood

Non-University Activities

As part of our CCTC approved course of study, Clear Induction candidates may choose to waive specific course elements via approved Non University Based Activities.

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 Education Specialist Credential may pursue this degree. 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 (12-19 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)

Special Education Concentration with Induction (12 units)

EDSP 501 Professional Induction Plan: Supervised Development	3
EDSP 504 Professional Induction Plan: Culminating Assessment	3
EDSP 513 Current and Emerging Research and Practice in Special Education	3
And choose 3 additional units from courses in general concentration (see below)	

Special Education Concentration (12 units)

EDSP 502 Advanced Pedagogy in Special Education	3
EDSP 513 Current and Emerging Research and Practice in Special Education	3
EDSP 515 Advanced Legal Issues in Special Education	3
EDSP 590 Critical Issues in Special Education	3

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. 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.

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.

Educational Leadership Program Administrative Service Credentials

The Administrative Services Credential program was designed collaboratively with school districts to prepare graduates for positions of leadership in P-12 educational settings. The Credential authorizes 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 Preliminary program of 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 including field experiences are provided that emphasize the acquisition of personal awareness and personal reflection about leadership.

Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential 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 in one year of intensive study. The classes are offered on a cohort basis in late afternoons, evenings, and/or in periodic weekend class sessions (Friday evening and Saturday) spread throughout the semester.

Requirements for Admission for Preliminary Administrative Services Credential

1. General admission requirements for advanced credential programs (application, transcripts, etc.)
2. Verify five years of appropriate full-time experience on school or district letterhead (noting inclusive dates, level, and responsibilities) authorized by a teaching or services credential;
3. Secure favorable recommendations from two school administrators or other school leaders indicating possession of administrative and leadership potential;
4. Submit a Personal Statement of Interest (see application for criteria);
5. Submit evidence of successful passage of CBEST before or within the first semester of program course work;
6. Attend a program admissions interview and/or submit an application, including a statement of professional goals; and
7. Two copies of valid clear teaching or service credential.

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 Preliminary Administrative Services Credential 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 Preliminary/Intern programs	27

The program is usually completed in two semesters; 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 education leadership.

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 30-36 semester units inclusive of course requirements for the Preliminary or Clear 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 M.A. Degree in education for a complete description of the master of arts program.