California State University, Bakersfield

School of Education

“Caring and Reflective Professionals in a Democratic Society”

Professional Level II
Special Education Programs Handbook

Level II Credential Programs in
Mild/Moderate Disabilities
Moderate/Severe Disabilities

Third Edition
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FORWARD

Congratulations in completing your Preliminary Level I Credential in Special Education. The Professional Level II Education Specialist Credential Program builds upon and expands the knowledge and skills you obtained in your Level I program. The Level II Program will prepare you to become effective leaders, advocates, collaborators, and professionals in your school, your district, your community, and in the field of special education. The Level II program will allow you to identify your interest or specialization areas and pursue an individualized program of studies to meet your own professional needs.

Throughout the program, you will be provided with opportunities to apply theory into practice, and reflect on those practices to determine the most effective approaches to working with students with special needs and their families. The field-based nature of the Level II program provides the “real life” learning situations for candidates to respond to the social, affective, physical, and academic needs of students and to become “reflective practitioners” prepared to deal with the challenges of the 21st century.

The purpose of this handbook is to provide information to Level II candidates, University Advisors, and District Support Providers on the requirements of the Professional Level II Education Specialist Credential Program at California State University, Bakersfield. The Special Education Program Faculty are available to assist and advise you throughout your program.

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School of Education Philosophy

The philosophy of the School of Education has as its basis confluent education, which perceives learning as the merging of cognitive, affective, social, and psychomotor domains. This belief underscores the premise that education nurtures and promotes intellectual growth and the emotional, social, and physical well being of all students with a special focus on diversity and equity.

School of Education Goals

Based on the confluent education model, the following goals provide a direction for educating the whole person.

1. To formulate a comprehensive view of human growth and development, a global knowledge of self and others, and an empathy and sensitivity to multiple realities of a changing environment.
2. To develop a commitment and responsibility to democratic and social values through professional collaboration, educational leadership, and collegial partnerships.
3. To promote critical inquiry through research and practice in order to improve teaching, learning and communication.
4. To broaden knowledge and skill bases in terms of pedagogical multicultural principles conducive for effective curriculum delivery and instruction in diverse settings;
5. To utilize and integrate various current multimedia resources and technological tools to enhance teaching and learning in the ever-changing society.
6. To apply multiple methods of assessment with a special focus on critical reflection and self-analysis for continual professional development and on-going program evaluation.
Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

Professional Collaboration

Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner

Candidates are reflective, life long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professional

Candidates’ actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations, and ethical responsibilities of the profession.

Student/Client Centered

Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

Professional Leader

Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

Professional Competence

Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.
CHAPTER I

SPECIAL EDUCATION LEVEL II PROFESSIONAL CLEAR CREDENTIAL PROGRAM

California State University, Bakersfield
School of Education

Introduction

The Special Education Level II Professional Clear Credential Programs at California State University, Bakersfield (CSUB) are designed to provide Level II candidates with the knowledge and competencies necessary for earning a Clear Special Education Credentials in either Mild/Moderate or the Moderate/Severe Disabilities.

To apply to the Special Education Program, you must complete an application file as described in this Special Education Handbook. A Level II Informational Meeting is scheduled every quarter for the following quarter admissions. The candidate must attend the Level II Informational Meeting the quarter before you intend to start the Special Education Program. Title 5 of the California State Education Code requires that a student meet admission requirements before enrolling in any credential courses. Therefore, enrollment in any upper division or graduate credential courses is limited to Level II candidates who have met program admission requirements. All admission materials and procedures may be found in the Special Education Admission Packet.

Special Education Program Philosophy and Mission Statement

Program Philosophy and Rationale

The Special Education Credential Programs at California State University, Bakersfield (CSUB) are guided by the philosophy and based on the laws (PL94-142, PL101-457, PL105-17) that all individuals in our society have the right to be educated in the least restrictive environment to fulfill their individual needs and become productive and/or participating members of society by developing their optimal potential.

The Special Education Specialist Credential Programs are grounded in the School of Education mission statement and theme. The theme provides a conceptual framework for all professional education programs within the School of Education. In particular, the Mild/Moderate and Moderate/Severe Credential Programs have been developed through the joint efforts of CSUB special education and general education program faculty and local area practitioners who are committed to influencing the practice of teaching students with special needs.
CSUB School of Education Motto
Excellence ~ Integrity ~ Caring

Program Mission Statement
The primary mission of the program is to prepare special education teachers who can work effectively with students with Mild/Moderate/Severe Disabilities by applying pedagogy that values the inter/intra-individual differences of all students with disabilities and allow them to develop their potential to the fullest extent possible for their personal, academic, and career development. The focus of the CSUB Special Education Program is the development of instructional, interpersonal and management skill competencies for teachers who see themselves as “reflective decision making professionals” always in the process of becoming.

The Knowledge Base of the Special Education Program
The Special Education Program prepares educational professionals who are committed to developing the highest educational and quality of life potential for exceptional individuals. The program is based on the philosophy that all humans can learn and that all individuals with special needs can become respected, productive and contributing members of a democratic society. Graduates of the special education program will be able to:

1. Implement the most effective assessment and instructional research based practices to meet the needs of exceptional individuals and their families.
2. Develop collaborative partnerships with educators, families, service providers, and other professionals to provide the home, school, and community programs to meet the special needs of exceptional individuals.
3. Value the cultural and linguistic diversity of exceptional students and their families in making assessment, placement, and programming decisions.
5. Critically analyze current practices and engage in activities to improve and advance the profession and their own professional development.

Program Design and Coursework Sequence
CSUB Special Education credential programs are designed to reflect the standards established by the California Commission on Teacher Credentialing (CCTC) and to integrate the rationale of the University with the School of Education Theme. All required components of the specialist program such as subject matter competency, early field experiences, and supervised teaching, are congruent with the expectations set forth by the CCTC. Specific objectives and learning opportunities to meet the standards are assigned to particular courses in the program.

Level II Program Design
The knowledge base of the Special Education Program is integrated into the course offerings and program requirements of the Professional Level II Educational Specialist Program in Special Education. The Level II Program is taken following completion of the Preliminary Level I Program. This professional level program is comprised of seven courses, 21-quarter units,
across three phases that describe the general level of competency expected of candidates. The phases include: 1) Establishing Direction; 2) Gaining Focus; 3) Assuming Leadership Responsibilities.

### Professional Level II Education Specialist Credential Program

<table>
<thead>
<tr>
<th>Phase</th>
<th>Course #</th>
<th>Course Title</th>
<th>Units</th>
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<td>I: Establishing Direction</td>
<td>EDSP650</td>
<td>Application of Theory into Practice Induction Seminar</td>
<td>2</td>
</tr>
<tr>
<td>I: Establishing Direction</td>
<td>EDSP660</td>
<td>Professional Development in Specialized Areas</td>
<td>5</td>
</tr>
<tr>
<td>I: Establishing Direction</td>
<td>EDSP680</td>
<td>Current Instruction Practices for the Diverse Learner</td>
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<td></td>
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<td>II: Gaining Focus</td>
<td>EDSP529</td>
<td>Transition and Career Education</td>
<td>3*</td>
</tr>
<tr>
<td>II: Gaining Focus</td>
<td>EDSP688</td>
<td>Research in Special Education</td>
<td>3*</td>
</tr>
<tr>
<td>II: Gaining Focus</td>
<td>EDSP690</td>
<td>Advanced Behavioral and Environmental Supports</td>
<td>3</td>
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<td></td>
<td></td>
<td>TOTAL UNITS FOR PHASE II</td>
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<td>III: Assuming Leadership</td>
<td>EDSP695</td>
<td>Professional Leadership Seminar</td>
<td>2</td>
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<td>TOTAL UNITS FOR PHASE III</td>
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<td>I, II and III</td>
<td>ALL</td>
<td>TOTAL UNITS FOR LEVEL II PROGRAM</td>
<td>21</td>
</tr>
</tbody>
</table>

*Required courses for Master’s Degree in Special Education

The courses EDSP 529 and EDSP 688 may be included as units toward a candidate’s Master’s Degree in Special Education. In addition to the 21 units of program coursework, candidates must complete the following additional CTC course requirements to complete all requirements for a Clear Level II Education Specialist Credential:

- **Technology in Education:** LBST 390 (2 units) or EDCI 579 (1 unit) and EDCI 560 (3 units) or equivalency waiver. California Technology Assistance Project (CTAP) certification Levels I & II will fulfill this requirement.
- **Health Education:** Biology 320 or equivalent and a current CPR certificate.

### English Learner Authorization

As of July 1, 2007, the English Learner Authorization requirement has been embedded into the Level I (Preliminary) and Level II (Professional) special education credential programs at California State University, Bakersfield. In order to meet this requirement, candidates must do one of the following:

2. Hold a Cross-Cultural and Language and Academic Development (CLAD) certificate. The CTC will only process CLAD certification until January of 2008.

3. Pass the California Teacher of English Learners (CTEL) exam (http://www.ctel.nesinc.com/) or hold a CTEL certificate earned via coursework.

4. Hold a current California credential with the English Learner Authorization, CLAD Emphasis or AB 1059 Emphasis.

5. Possess an AB 1059 or SB 1968 English Learner Authorization certificate.

**Special Education Program Application/Admission Procedures and Timelines**

You must submit your application packet one Quarter prior to the Quarter when you wish to enroll and observe the following sample procedural timelines.

**Application/Admission Procedure and the Timelines:**
The following schedule is an example. Some of the timelines may vary slightly quarter by quarter.

**Week 1:** Apply to the CSUB Graduate Programs before attending the Level II Information Meeting if the candidate is not already a CSUB graduate or if three consecutive quarters have lapsed since attending CSUB.

**Week 2-3:** Special Education Level II Information Meeting for candidates interested in applying for the special education program the following quarter.

**Week 3-9:** Individual Advising Sessions are scheduled by the candidate or at the Level II Information Meeting. The Special Education Program Specification Form is completed and signed by the candidate and the faculty advisor.

**Week 4-5:** (two weeks following the Level II Information Meeting) Submit completed Application Packet to the Special Education Office - EDUC 211 or the CSUB/AV Center Education Office.

**Week 5-6:** Applications Packet review by the Admissions Committee (consisting of a Special Education Faculty and Program Analyst)

**Week 6-7:** Admissions Committee interview with new CSUB graduate student Applicants who meet the admissions criteria and have submitted a complete Application packet. Interviews are scheduled and you will be contacted.

**Week 7-8:** Letter of Acceptance is sent-out.
Admitted Level II candidates will begin their credential programs in the following quarter. Faculty advisors will ensure a good start to the student’s first Quarter of study by providing all necessary information regarding life at the university.

Admission Requirements

Candidates should complete an admission application to the Level II Credential Program during the last quarter of coursework of their Level I Credential Program or one quarter prior to the beginning of the Level II Program.

Admission requirements include the following:

- Successful completion of the Preliminary Level I Education Specialist Credential and receipt of the Level I Credential; a Certificate of Eligibility for the Level I Credential issued by a recommending university--valid during the completion of the Level I program requirements and the receipt of the Level I Credential.
- Verification of employment in a special education position that is likely to have sufficient duration for the Level II program to be completed. Employment as a substitute teacher will not meet this requirement.
- A grade point average (GPA) of 3.0 overall or 2.75 for Special Admission
- Attend a Level II Program Informational Meeting held at the second week of each quarter. The meeting dates and times will be posted on the Special Education Bulletin Board (across from EDUC 220) or meet with an advisor for an informational session.
- At the Level II Informational Meeting, the candidate will be provided with admission information and the Level II Program Application Packet. Individual advisement sessions will be scheduled with a Program Faculty Member to complete the Level II Program Plan, review the candidate’s Level I Program status and admission suitability.
- Level II Application Packets will include the following materials:
  - Level II Program Application Checklist
  - Level II Program Plan
  - Level II Application for Admission
  - Verification of Employment (if employed) or Certificate of Eligibility
  - A letter of Recommendation Form-Supervising Employer
  - Additional Letters of Recommendation (new students only)

Level II Application Packets can be obtained from the Special Education Office - EDUC 211 or the CSUB/AV Center Education Office.

- Completed Application Packets must be submitted to the Special Education Program Office (EDUC 211) by the due date.
Exceptional/Special Admission Policy

No predications, guarantees, or assurances can or should be made about or to students applying under exceptional admission status. This procedure is competitive because there are fewer admission slots than there are students applying for them. It is impossible to determine whether a student will be given exceptional admission status until the evaluation process is complete. (Exceptional Admission Application Form is in the Application Packet).

Notification of Level II Program Admission

Special educational faculty will review the application materials, including letters of recommendation to determine if the candidate meets all requirements for admission to the Level II Program. The recommendation by the faculty review committee is then forwarded to the Credentials and Graduate Studies Office. Candidates will be notified by mail regarding their admission status to the Level II Program.

Candidate Interview with the Admissions Committee (New Students Only)

When the candidate submits his/her “Special Education Level II Application Packet,” the interview schedule is determined. Applicants attending the Level II Information Meeting will be contacted for an interview. The schedule is also available in the Special Education office for those new applicants who did not attend the Level II Information Meeting. It is the candidate’s responsibility to sign-up for an interview and to observe the schedule.

During these interviews, Level II candidates will be asked questions that elicit responses regarding their talents and interests that may be useful in teaching, background or preparation related to diversity, and education-related career goals. Each interview will involve a minimum of three interviewers who are faculty or Community Board members in special education and a panel of five or six students. The interview form will allow for tabulation of interviewer opinions about interviewees on several rated topics. There will also be a section allowing the interviewer to make any observation deemed appropriate. Applicants will be rated on:

1. The general impression of the applicant’s health, vitality, poise, responsiveness;
2. His/her many-sided interests, abilities, and experiences;
3. His/her speech and communication skills;
4. His/her personality and suitability to teaching, the traits of which may include: positivism, friendliness, enthusiasm, openness, responsiveness to others, a positive perspective and attitude toward youth, and the teaching role and responsibility;
5. His/her philosophy of education and interest in teaching both general education and special education students;
6. His/her interest and commitment to an education career; and
7. His/her receptivity to working with multi-ethnic students.

Interviewers will rate the applicant on a scale of **superior, good, average, below average and no opportunity to observe** in regards to the applicant’s professional aptitude, attitude, receptivity to
feedback, responsibility and professional appearance. During the interview, interviewers will also rate the applicant’s speech and language proficiency in English.

**Academic Advising**

Individual Advising Sessions are scheduled at the Level II Information Meeting or by the candidate at a later date. The Special Education “Program Specification Form” is completed and signed by the candidate and the Faculty Advisor. This is a time when the Level II candidate and the Faculty Advisor checks the courses that the Level II candidate needs to complete in order to receive their clear credential. The Level II candidate is to follow this program plan and no one can change this plan without the program director’s approval. If there are questions regarding the program plan, the Level II candidate is to seek the advise of their Faculty Advisor and not their peers. Our slogan is, “**Do not consult your peers for program matters. See your Faculty Advisor for academic advising.**”

**Special Education Faculty Advisors**

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**Waivers and Out-of-State Transfers**

Students with out-of-state credentials should contact the California Commission on Teacher Credentialing directly. California is making progress regarding comparability with other states. In some cases, you may be granted a Specialist Preliminary Credential and the Commission will stipulate the work required to obtain a Clear Credential. In other cases, you may be required to
complete a Level I and Level II Specialist Credential Program. If you hold an out-of-state credential, your first step is to contact the Commission.

Students with special education credential coursework from other institutions may request waivers/substitutions by using the forms in the application and by submitting all necessary supporting documents by the due date or during your advisement session. Coursework taken elsewhere should have been completed within the past seven years. The program faculty will then review the requests and approve only those that have sufficient evidence that the coursework done elsewhere is similar enough to the coursework offered at CSUB. Please present supporting evidence including an unofficial transcript and course descriptions. This request should be submitted with the application packet by 5 PM on Thursday of the 4th week of the Quarter before the Quarter the candidate wishes to enroll.

Requirements for Continuing in the Special Education Program

**GPA**
Level II candidates must maintain a minimum GPA of 3.0 in all required credential courses attempted after entry into the program. Candidates whose GPA falls below 3.0 will either be put on probation for one Quarter or be asked to drop from the program.

**Advancement through the Program**
Level II candidates whose performance is judged inadequate in any phase will be expected to improve or repeat the problem courses before advancing to the next phase. The Special Education Program Faculty meet regularly to discuss Level II candidates’ progress and make recommendations that will best assist Level II candidates to acquire the requisite professional skills and maintain the integrity of the program.

**Provisions for Candidate Appeal**
Level II candidates may appeal an unsatisfactory performance evaluation for coursework to the Instructor on record, and for in-field supervision to the University Supervisor, and then the Program Director. If resolution is not obtained, a written appeal may be made to the Special Education Program Director, who will submit it to the Special Education Program Appeals Committee. The Special Education Director sends the Committee results to the candidate. If the student is not satisfied, a written request for reconsideration may then be submitted to the Chair of Teacher Education Department. If resolution is still not obtained, a written appeal may be made to the Dean of the School of Education.

Level II candidates may appeal a case further through established University procedures found in the Student Services Office and in the University Catalogue.

A student who experiences other difficulties within the Special Education program should discuss the issues first with the Program Director. If the student wishes to pursue further the issues and/or difficulties, the student should then consult, in sequential order, the Teacher Education Department Chair, School of Education Dean, and, finally, the Associate Vice President for Academic Affairs.
Recommendation
Mere completion of coursework, including district supervision and evaluation, does not guarantee a Clear Credential. The candidate must be recommended for a credential based upon evaluations. The University, through the School of Education, makes the recommendation for issuance of a credential before a candidate's application for the credential can be processed.

Application for the Credential
Level II candidates who successfully satisfy requirements for (a) admission, (b) Special Education Program courses, (c) continuation, and (d) recommendation - are recommended for the credential and may file for the Clear Credential. Obtain the necessary forms from the Credentials Office or CSUB/AV Center.

Application Process for the Clear (Level II) Special Education Credential(s)
At the completion of your program, obtain a credential application from the Office of Education. To acquire a credential you must have completed:

1. A Preliminary Mild/Moderate or Moderate/Severe Specialist Credential.
2. Successful completion of the Special Education Program Level II coursework.
3. Program Completion Form.
4. Technology course in Education.
5. Health Education course and a current CPR Certificate.
6. A minimum of two years of teaching experience while holding a Preliminary Mild/Moderate or Moderate/Severe Specialist Credential to apply for a Clear Credential.
7. The maximum time limit to complete the Level II Clear Credential coursework is five years.

Final recommendation from the University is based on evaluations and successful completion of the Program. Simply completing courses does not guarantee a credential. The University, through the School of Education, must make a recommendation for issuance of a credential before the Commission on Teacher Credentialing can process a candidate’s application for the credential. Contact Stephanie Prielipp, Credential analyst, directly regarding fees, dates, etc. at (661) 654-3074.
CHAPTER II

LEVEL II COURSES

Level II courses are designed as field-based seminars that meet 3 to 5 times during the quarter. Course assignments provide opportunities for students to apply theoretical knowledge to practical classroom situations through case studies, designing Behavior Intervention Plans or Transition Plans, developing an inservice module, or conducting action research. The demonstration of course competencies take place in the candidate’s own classroom much of the time.

EDSP 650 Application of Theory into Practice Induction Seminar:
The field-based seminar course will require the candidate, in collaboration with a University Supervisor and a District Support Provider, to develop a Level II Professional Induction Plan. The plan will include university and non-university components and will address the candidate's needs, goals and professional interests, apply conceptual knowledge into practice, and build upon the foundation established in the Level I Preliminary Credential program.

EDSP 660 Professional Development in Specialization Areas:
The field-based seminar course will require candidates, in collaboration with their University Supervisor and District Support Provider, to identify approved non-university activities, participate in those activities, and evaluate the effectiveness of those activities in meeting the candidate’s performance goals included in the Professional Level II Induction Plan. The course will build upon the foundation established in the Preliminary Level I Credential Program and expand the scope and depth of the student in specific content areas, as well as expertise in performing specialized functions.

EDSP 529 Transition and Career Education:
The field-based seminar will prepare candidates to implement successful planning and implementation of transitional life experiences for elementary and secondary students with mild to severe disabilities. Candidates will collaborate with families and personnel from other educational and community agencies to plan for successful transitions by students. This is a required course for Master’s Degree in Special Education.

EDSP 680 Current Instructional Practices for Diverse Learner:
The field-based seminar course will provide opportunities for candidate’s to discuss and evaluate local, state and national issues and trends in the areas of inclusive education, multicultural special education, early intervention, augmentative communication, outcomes assessment, technology, and other areas that influence and have implications to effective educational practices in special education for students of the 21st century.

EDSP 690 Advanced Behavioral and Environmental Supports:
The field based seminar course will provide advanced knowledge, ability, and application opportunities to implement systems that assess, plan, and include academic and social skill instruction to support students with complex behavior and emotional needs. Candidates will
collaborate with educational, mental health, and other community resources to insure a positive learning environment and appropriate behavioral supports.

**EDSP 688 Research in Education:**
The field-based seminar course will review, analyze, interpret, and apply specific topical research in special education. Candidates will select a research topic, formulate a research question, develop a research proposal, analyze the literature, and propose appropriate research methodology to fill a gap in the research or contribute to the literature in the area of special education. **This is a required course for Master’s Degree in Special Education.**

**EDSP 695 Professional Leadership Seminar:**
The seminar course will evaluate and finalize the candidate’s Professional Level II Induction Plan and Professional Development Portfolio. The candidate will demonstrate and/or document their ability to implement, evaluate, and modify curricula, instruction, and instructional contexts to meet the unique needs of individual learners across the range of ages, abilities, learning characteristics, diversity needs, and disabling conditions.

**School and University Collaboration**
Collaboration between the candidate, the University Supervisor, and the District Support Provider is required throughout all phases and courses (university and non-university requirements) of the Professional Level II Credential Program. The district is involved in approving the Support Provider selection, the induction plan, non-university activities, professional portfolio, and the final determination for a Level II Credential.

**Selection of the District Support Provider:**
The Level II Program requires that the university and the candidate’s employing school district collaborate to provide candidates advisement, support and mentoring throughout their program. In the first Level II course, EDSP 650, the candidate in consultation with his/her employer is required to identify a district support provider to act as a mentor and coach throughout his/her Level II program. A Support Provider Request form is completed by the support provider and/or candidate’s employer and submitted to the candidate’s University Supervisor. The Support Provider must possess a Professional Special Education Specialist Credential in the specialization area (Mild/Moderate or Moderate/Severe) the candidate is pursuing, have at least two years of successful experience and professional expertise in that specialization area, and is not the candidate’s principal or teacher supervisor at the school level; other criteria are indicated on the Support Provider Request Form. The candidate, university, and district prior to final selection of the Support Provider must approve the request. Once identified, the District Support Provider documents all contacts (telephone, site visits, and observations) made to the candidate. If appropriate, the Support Provider may complete the Site Visitation Form during his/her classroom observations to provide feedback to the candidate regarding their teaching.

**Selection of University Supervisor:**
A University Supervisor from the Special Education Program Faculty will be assigned to the candidate to act as his/her university supervisor. The university supervisor will observe the
candidate performing lessons in the classroom. A Site Visitation Form will be used to provide information and feedback to the candidate on his/her teaching.

The Level II Induction Plan:
The collaboration between the district and university is further formalized through the development of the Level II Induction Plan. The induction plan is built upon the foundation established in the Preliminary Level I Credential Program and portfolio and includes non-university and university components addressing the candidate’s needs, goals and professional interests. In the first Level II course, EDSP 650: Application of Theory Into Practice Induction Seminar, the induction plan is developed in collaboration with the Level II Candidate, District Support Provider, and the University Supervisor. The induction plan includes the candidates’ areas of specialization, needs, interests, performance goals to meet those needs, activities to address the goals, application opportunities to demonstrate competence, and an evaluation of candidate competence. The performance goals as identified in the induction plan may be met through university (courses) and non-university activities. The induction plan is monitored and assessed in each Level II course and throughout the Level II Program. The final evaluation takes place in the culminating course of the Level II sequence, EDSP 695. The induction plan documents ongoing professional activities and continual progress toward the candidate’s development as a professional in special education. The performance on the induction plan is a critical assessment component to determine competence of the candidate for the Level II Professional Credential.

The Three-Way Conference:
During the beginning (EDSP 650) and culminating course (EDSP 695) of the candidate’s Level II Program, the District Support Provider and University Supervisor will meet with the candidate in a Three-way conference at least once during that quarter to review, assess, and evaluate the candidate’s progress toward meeting the stated goals of the Induction Plan.

Non-University Activities:
Non-university activities provide professional development opportunities and the study of specific areas of interest to candidate in the Professional Level II Credential Program. These activities are designed to expand the candidate's knowledge and skills in specific areas not available through university offerings. The Induction Plan requires that up to 25 percent of non-university activities must be included as a means to address the candidate's performance goals stated in the induction plan. Non-university activities may include a district sponsored inservice workshop or a training seminar, or a professional conference or institute. Candidates may earn a total of five units of credit toward their Level II Program through EDSP 660: Professional Development in Specialized Areas course for these activities. The following time requirements will designate the unit value for non-university activity(ies). Several separate activities may be combined across two quarters to make up a total cumulative unit value, as shown below:

- One unit of credit = 6-8 total hours or a full day activity
- Two units of credit = 12-16 total hours or two full days of activities
- Three units of credit = Total of 18-24 hours or three days of activities
- Four units of credit = Total of 24-32 hours or four days of activities
- Five units of credit = Total of 30-40 hours or five days of activities
Enrollment in EDSP 660:
Because professional development opportunities may occur at any time during the year, candidates will be given the option of enrolling in EDSP 660 the quarter before or the quarter during their non-university experience. If the candidate is not enrolled in EDSP 660 and would like their non-university experience(s) to count toward their Level II program, the candidate may attend the activity(ies) the quarter prior to enrolling in EDSP 660 with pre-approval of the Non-University Activity Proposal. For pre-approval to occur, the proposal must be submitted to the EDSP 660 Course Instructor before the actual non-university event will take place. Following the completion of the non-university activity, documentation of this activity must be noted in the Induction Plan and Professional Portfolio the quarter the activity is completed and submitted to the EDSP 660 Course Instructor for review. Following the submission of the documentation, candidates will be given approval to enroll in EDSP 660 the next consecutive quarter (not including the summer quarter).

The Non-University Activity Proposal:
The District Support Provider also plays a significant role in reviewing and approving the non-university activities to be included in the candidate’s induction plan. As a requirement of EDSP 660, all non-university activities must meet the following criteria and be approved by the university and district for determining its appropriateness prior to attending the non-university event:

- Reflects an instructional design that is sequential, developmental and based upon a conceptual framework.
- Based on performance goals and expected outcomes that have present or future application to the field.
  Implemented in sustained blocks of time, delivered in a variety of modalities, requires application of learning, and provides for evaluation of performance.
- Sponsoring agencies of activity provide an evaluation system to determine effectiveness.
- Presenters have adequate professional knowledge and experience and an understanding of professional development strategies designed for adults.
- Adequate resources for the program are evident in time available for instruction, appropriate facilities, instructional supplies and technological support.
  The entities offering non-university activities maintain an ongoing system of program evaluation which involves presenters, participants and employers of participants.
- Includes expected learning that will occur from the activities.

Special Education Competency Portfolio Guidelines for Level II

The Professional Development Portfolio
The Level II Portfolio is a collection of the candidate’s best work and documents the candidate’s ability to perform the duties of a special education teacher at the professional level. The portfolio is developed throughout the candidate’s Level II Credential Program to demonstrate and document competence in each of the State Standards of Quality and Effectiveness for Education Specialist Credential Programs through university and non-university activities. Each Level II course objective is cross-referenced with these standards of quality to assist candidates in identifying the standards addressed in the course readings, assignments, and activities. Candidates maintain their portfolio throughout their Level II Program, which provides
supportive documentation for the induction plan in the form of authentic products. The portfolio is started in EDSP 650, the first course of the Level II program, and monitored and assessed in each Level II course by the University Supervisor and District Support Provider. The University Supervisor and the District Support Provider complete a final evaluation of the portfolio and the induction plan during the culminating course, EDSP 695. The portfolio is used as an assessment procedure to evaluate the candidate’s competence in meeting all requirements for the Professional Level II Specialist Credential in Special Education.

LiveText, an electronic service, is used for purposes for the Professional Level II portfolio. Candidates will be expected to post signature assignments (i.e. Behavior Intervention Plan, Induction Plan, Literature review, etc.) on LiveText. Course instructors will grade assignments based upon on-line rubrics as well as give narrative comments about assignments. LiveText can be found at www.livetext.com and can be purchased online or at the university bookstore.

**Portfolio Document**
The portfolio will consist of at least 7 signature assignments, which include the following:

- EDSP 650 Induction plan consisting of at least 5 goals
- EDSP 660 Non-University Activity Final Reports
- EDSP 680 Comparative Research Paper
- EDSP 529 Transition Plan
- EDSP 688 Literature Review
- EDSP 690 Behavior Intervention Plan
- EDSP 695 Workshop/Inservice Report

**Portfolio Evaluation**
The Professional Portfolio is evaluated throughout the candidate's Professional Level II Program. The Induction Plan and Professional Portfolio is assessed in all Level II courses and will determine a portion of the candidate's overall grade. The University Supervisor and the District Support Provider assess the portfolio.

**The State Standards of Quality and Effectiveness**

The State Standards are a measure of the quality and effectiveness of programs that prepare teachers’ of students with mild to moderate and/or moderate to severe disabilities. The state standards are cross-referenced in all objectives/competencies listed in each course of the Professional Level II Credential Program for ease in determining appropriate inclusion of products in the portfolio. Documentation in the portfolio should provide evidence that the standards of quality have been met. The standards include the following:

**Standard 9: Design of the Professional Level II Education Specialist Program**
The candidate, the University Supervisor and the District Support Provider work together to develop a Level II professional credential induction plan for the support and professional development of each beginning teacher based on the preliminary induction plan developed in Level I. The curriculum for the university and non-university components of the Education
Specialist Credential program addresses the Level II candidate’s goals, builds upon the foundations established in the Preliminary Education Specialist Credential program, and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice.

**Standard 10: Support Activities and Support Provider Qualifications**
The Level II professional credential induction plan includes provisions for a District Support Provider and activities that facilitate the professional development and effective performance of each new teacher. Individuals selected, as District Support Providers are qualified, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

**Standard 11: Nature and Inclusion of Non-University Activities**
The institution has clearly defined criteria and procedures that allow for the inclusion of appropriate non-university activities in the Level II professional credential induction plan for each candidate. These activities are delivered by qualified individuals, supported by appropriate resources and evaluated on an ongoing basis. Non-university activities included in a Level II professional credential induction plan reflect an instructional design that is sequential, developmental and based upon a conceptual framework.

**Standard 12: Assessment of Candidate Competence**
Prior to recommending each candidate for a professional credential, the University Supervisor and a qualified assessor from a local education agency use an authentic, fair assessment process and verify that the candidate has met the Level II performance standards and other expectations for Teacher performance as outlined in the professional credential induction plan. Qualified assessors are professional practitioners who are thoroughly prepared for their assessment responsibilities.

**Standard 13: Data-Based Decision Making**
Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.

**Standard 14: Advanced Behavioral, Emotional, and Environmental Supports**
Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating and modifying identified supports to ensure a positive learning environment.

**Standard 15: Current and Emerging Research and Practices**
Each candidate demonstrates knowledge of an ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice.

**Standard 16: Transition and Transition Planning**
Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.

Standard 17: Development of Specific Emphasis
The curriculum for the Professional Level II Education Specialist program provides opportunities to build upon the foundation of the Preliminary Level I Education Specialist Credential program, expanding the scope and depth of study in specific content areas, as well as expertise in performing specialized functions.

Standard 18: Assessment of Students
The Level II program provides opportunities for each candidate to acquire skills and proficiency identifying, describing, selecting, and administering a variety of standardized and non-standardized, formal and informal assessment procedures, and in using and interpreting these in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of individual students.

Standard 19: Curriculum and Instruction
The Level II program offers adequate opportunities for each candidate to acquire the knowledge and skills to teach, adapt, modify and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities.

Standard 20: Collaboration and Consultation
The Level II program provides opportunities for each candidate to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. Each candidate is able to communicate relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. Each candidate is prepared to serve in a coordination function before, during, and after special education placement has been made.

Recommendation for the Level II Credential
Following completion of the culminating course (EDSP 695) of the Level II Credential, the candidate will fill out the Program Completion Form listing all course requirements (university and non-university activities) and grades received in the Level II program. The form must be submitted to their University Supervisor and District Support Provider for signatures of approval. The Program Completion Form is the final check before a recommendation can be made for the Professional Level II Credential.
CHAPTER III

OTHER HELPFUL INFORMATION

How to Reach Program Faculty
Please refer to page 11 of this handbook for the names and phone numbers of the Special Education program faculty. Every faculty member maintains regularly scheduled office hours, and respond to voice mail messages.

List of Department and Staff

Admission and Records: (661) 654-3036
Credential Specialist (School of Education): Ms. Stephanie Prielipp (661) 654-3074
CSUB Antelope Valley Center (661) 723-5080
CSUB/AV School of Education (661) 723-5080
CSUB/AV Coordinator of Special Education: Dr. Phil Patterson (661) 723-5089
Director of Special Education: Dr. Eun-Ja Kim Park (661) 654-3140
Special Education Program Secretary: Stacey Franciotti (661) 654-3166
Special Education/Bakersfield Evaluator: Julia Bavier (661) 654-3193
Extended University: (661) 654-2441
Financial Aid Office: (661) 654-3016
School of Education Dean’s Office: Dr. Curt Guaglianone, Dean (661) 654-2210
CHAPTER IV

LEVEL II FORMS
**Application for Admission for Level II**

**Professional Level II Education Specialist**

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<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>SSN</th>
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All Former/Maiden Names

Mailing Address

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<tr>
<th>Home Phone</th>
<th>Work/Other Phone</th>
<th>E-Mail</th>
<th>DOB (MM/DD/YY)</th>
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Present Employer

Employer Address

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<tr>
<th>Type of Work</th>
<th>Length of Employment</th>
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Term last attended CSUB | Overall GPA | Cumulative GPA (last 90 units)

**Complete College Academic Record:** List all college and universities attended

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Date of Attendance</th>
<th>Degree</th>
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Attach additional sheet if more space is required. Two official transcripts should be forwarded to Admissions & Records for your application to CSUB. You may need to provide transcripts of all undergraduate & graduate work with this program application to the Credentials and Graduate Studies Office.
### Work Experience

<table>
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<tr>
<th>Title or Type of Position</th>
<th>Organization</th>
<th>Address</th>
<th>Dates</th>
<th>Supervisor</th>
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List all California Public School Credentials held: (*Please provide a copy of your base California Credential*)

1) ____________________________________________________________________________

2) ____________________________________________________________________________

Please provide the names of two references, including your supervising employer that are knowledgeable of your teaching ability and/or potential in regards to working with students with special needs. Please provide a name and telephone number where they can be reached.

1) ____________________________________________________________________________

2) ____________________________________________________________________________

Please provide a one page summary with this application on your professional goals you hope to accomplish in the Level II Credential Program.

I HEREBY SUBMIT MY APPLICATION FOR ADMISSION TO THE SPECIAL EDUCATION LEVEL II CREDENTIAL at California State University, Bakersfield, with the above information concerning my background, qualifications and plans for completion of the program and with complete transcripts of my college records. I certify, to the best of my knowledge, all information contained in this application and on any supplementary material filed with the application is true and accurate; and I authorize the appropriate committee to inquire or seek any additional information it should require.

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<tr>
<th>Signature of Applicant</th>
<th>Date</th>
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## Support Provider Request

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<tr>
<th>Candidate's Name:</th>
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<td>Credential Program:</td>
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<tr>
<td>Support Provider's Name/Title:</td>
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<tr>
<td>Present Position Held by Support Provider:</td>
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<td>School District Affiliation:</td>
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*Please respond to the following statements regarding the recommended support provider.*

Professional Special Education Specialist Credential held.

Number of years and type of experience or professional expertise in the specialization area of the candidate.

Previous experience in mentoring, coaching, and supporting teachers in a teacher supervisor capacity.

Are you willing to attend a supervision-training workshop sponsored by California State University, Bakersfield prior to or as a condition of the supervision assignment?

Are you willing to assist the candidate and meet with the Professional Level II Induction Plan committee in the development, monitoring, evaluation and finalization of the Induction Plan?

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<td>District Representative/Support Provider:</td>
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<tr>
<td>University Representative/Advisor:</td>
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</table>

Date
### Professional Level II Induction Plan Cover Sheet

Candidate’s Name: ____________________________________________

Position held: ____________________________ School: ________________________

School District Affiliation: ____________________________________________

University Advisor: _________________________________________________

District Support Provider: ____________________________________________

Areas of Specialization/Emphasis: ______________________________________

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<tr>
<th>Performance Goals</th>
<th>Goal Activity</th>
<th>Application Opportunities</th>
<th>Performance Evaluation</th>
<th>Date Completed</th>
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Approved by:

Candidate: ____________________________ Date

District Representative/Support Provider: ____________________________ Date

University Representative/Advisor: ____________________________ Date
# Professional Level II Induction Plan

(Candidate will need 6 copies of this page)

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<td>Present Position Held by Support Provider:</td>
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<td>School District Affiliation:</td>
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**Performance Goal #_____**:  

**Goal Activity**:  

**Application (Theory into Practice) Opportunities**:  

**Performance Evaluation**:  

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<td>University Representative/Advisor:</td>
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</table>
Non-University Activity Proposal

Candidate's Name: __________________________________________________

Presenters Names: __________________________________________________

Presenters Titles: __________________________________________________

Title of Non-University Activity: ____________________________________

Sponsoring Agency: ________________________________________________

Activity Location: _________________________________________________

Date(s) & Times of Activity: _________________________________________

Location Address: _________________________________________________

Total number of contact hours of activity: _____________________________

(Please respond to the following questions, and the program brochure.) (If necessary, attach additional response pages.)

1. Based on your Level II performance goals, what are the expected outcomes that have present or future applications to the field?

2. Do presenters have adequate professional knowledge, experience, and understanding of professional development strategies for special education credential candidates?

3. Will sponsoring agency (agencies) of the activity provide an evaluation to determine the effectiveness of the activity?

Approved by:
Candidate: _________________________________________________________ Date

District Representative/Support Provider: ______________________________ Date

University Representative/Advisor: _____________________________________ Date
Non-University Activity Final Report

Candidate's Name: __________________________________________________
Presenters Names: __________________________________________________
Presenters Titles: __________________________________________________
Title of Non-University Activity: _______________________________________
Sponsoring Agency: __________________________________________________
Activity Location: __________________________________________________
Date(s) & Times of Activity: __________________________________________
Location Address: __________________________________________________
Total number of contact hours of activity: ________________________________

Please write a short response for each statement regarding the Non-University Activity. Attach any additional documentation of activity. Submit this form with a letter of verification or a certificate of completion along with a copy of your approved proposal.

1. Did this activity reflect an instructional design that was sequential, developmental, and based upon a conceptual framework?

2. Based on your performance goals and this non-university activity experience, discuss the present or future application of what you have learned into your own professional development.

3. Was this non-university activity implemented in sustained blocks of time and delivered in a variety of modalities? Did it require application of learning?

4. Do the presenters have adequate professional knowledge and experience and an understanding of professional development strategies designed for special education credential candidates?

5. Were adequate resources for the program evident in time available for instruction? (i.e. appropriate facilities, instructional supplies, and technological support)

6. Does the entities offering non-university activities maintain an ongoing system of program evaluation, which involves presenters, participants and employers of participants? Did sponsoring agencies of activity provide an evaluation system to determine effectiveness?

Approved by:
Candidate: __________________________________________________________________ Date
District Representative/Support Provider: __________________________________________ Date
University Representative/Advisor: ______________________________________________ Date
Professional Portfolio Evaluation

Candidate’s Name: ____________________________________________________________________
Position held: ___________________________ School: ______________________________
School District Affiliation: ___________________________________________________________
University Advisor: __________________________________________________________________
District Support Provider: __________________________________________________________________

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Approved by:
Candidate: ___________________________ Date ___________________________
District Representative/Support Provider: ___________________________ Date ___________________________
University Representative/Advisor: ___________________________ Date ___________________________
Program Completion Form  
Professional Level II Education Specialist Credential

Name of Credential Candidate: ______________________________ SSN: ___ / ___ / ___  
Level II Credential Program: ___________________________________________________________

Address: __________________________________________________________________________

Home Phone: (____)_________________ School Phone: (____)____________________

### Courses Completed for Level II Credential Program:  
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<th>Grade</th>
<th>Unit</th>
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### University or Non-University Equivalent Coursework for Development of Specific Emphasis:

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<th>Term</th>
<th>Grade or Project Summary</th>
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Approved by: 
Candidate: ________________________________________________ Date

District Representative/Support Provider: ____________________________ Date

University Representative/Advisor: ________________________________ Date