

EDUCATION

SCHOOL OFFICE

Stevenson Hall 1078

(707) 664-3115/2132

www.sonoma.edu/education

CREDENTIALS OFFICE

Stevenson Hall 1078, (707) 664-2832

Departments and Programs

Detailed program information can be found in the departments, which are listed in alphabetical order following this section.

Curriculum Studies and Secondary Education Department

Single Subject Credential, Single Subject Intern Credential (EDSS courses)

Integrated Programs in English, Kinesiology, Music, and Mathematics

Master of Arts in Education: Curriculum, Teaching, and Learning (EDCT courses)

Literacy Studies and Elementary Education

Multiple Subject Credential, Multiple Subject Intern Credential (EDMS courses)

BCLAD (Bilingual Spanish), Multiple Subject Credential (EDMS-B) courses

Master of Arts in Education: Early Childhood Education (EDEC courses)

Early Childhood Education Certificate (EDEC courses)

Ukiah Multiple Subject Outreach Program

Reading Certificate (EDRL courses)

Reading Specialist Credential (EDRL courses)

Master of Arts in Reading and Language (EDRL courses)

Teaching Credential Subject Matter Preparation - Elementary Programs

American Multicultural Studies

Environmental Studies

Liberal Studies (Hutchins)

Chicano and Latino Studies

Educational Leadership and Special Education Department

Education Specialist Credential (Special Education), Mild/Moderate; Moderate/Severe Levels I and II, Intern (EDSP courses)

Administrative Services Credentials, Levels I and II, Intern (EDEL courses)

Master of Arts in Special Education (EDSP courses)

Master of Arts in Educational Leadership (EDEL courses)

Teaching Credential Subject Matter Preparation - Secondary Programs

Art

English

Mathematics

Music

Physical Education and Adapted Physical Education

Science

Spanish

Social Sciences

Other single subject areas through state approved tests

Undergraduate Integrated/Blended Degree and Credential Programs

The Integrated/Blended Degree and Credential Programs offer undergraduate students the opportunity to earn a four-year baccalaureate degree and a teaching credential simultaneously. The undergraduate integrated degree and elementary credential programs are currently available for majors in American Multicultural Studies (AMCS), Chicano and Latino Studies (CAL) leading to a Multiple Subject Credential. The undergraduate blended degree program is currently available for track 3 majors in Hutchins Liberal Studies, leading to a Multiple Subject Credential. Students in these programs must receive advising about course sequence prior to, or very early in, their freshman year; enroll in an average of 15-18 units per semester; and be willing to take courses in at least one summer session. For Secondary Education, integrated programs are available for majors in English, Mathematics, Music, and Kinesiology leading to the Single Subject Credential. This option may be available to transfer students, depending on the program of interest. For more information contact the Integrated Blended Credential Program advisor in the appropriate department and the Credentials Office in the School of Education.

General Information

In all School of Education programs students are expected to meet and maintain high academic and performance standards, including all of the following (additional standards may be required by specific programs):

- Maintenance of a 3.0 GPA in all professional education courses (including prerequisites).
- Successful completion of required field experiences.

- Successful presentation of a program portfolio prior to advancement to the final phase of the program and/or completion of the final field experience.

The Multiple Subject and Single Subject Credential authorizes the teaching of students at various stages of English language development and from a variety of cultural backgrounds.

Individuals interested in teaching at the elementary school level should choose one of the following program emphases: Multiple Subject Credential or Multiple Subject Credential BCLAD. Both of these program emphases lead to a credential that authorizes the holder to teach in a self-contained classroom, kindergarten through grade 12.

The Single Subject Credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential, in general, is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12).

The Education Specialist (special education) Credentials, Level I and Level II, are offered for Mild/Moderate and Moderate/Severe disabilities, and authorize the holder to provide services in K-12 special day classes (SDC) or resource specialist program classes (RSP).

Individuals possessing a basic teaching credential may enter programs leading to specialist or service credentials. These advanced credentials authorize the holder to perform specialized roles in public schools.

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).

Credentials Office

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

Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today throughout the state, 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.

Basic Teaching Credential Programs

Basic teaching credentials include Multiple Subject, Multiple Subject BCLAD, Single Subject, and Education Specialist Level I Credentials. The basic authorization to teach in the California public schools requires all the following:

- Possession of a bachelor's degree.
- Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s).
- Passing scores on the California Basic Education Skills Test for Teachers (CBEST).
- Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement.
- Completion of a state-approved program of professional teacher education.
- Valid Adult, Child, Infant CPR card (Single Subject and Multiple Subject only).
- RICA (Multiple Subject and Education Specialist level 1 only).

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

California State University Requirements for Admission to Basic Teaching Credential Preparation Programs

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

1. Admission to the University.
2. Submission of application to a basic credential program through the School of Education.
3. Professional Goals Statement.
4. Grade point average of 2.75 in last 60 units of attempted course work or a 2.67 overall grade point average.
5. Submission of scores for California Basic Educational Skills Test (CBEST) or verification of registration for the CBEST exam.
6. Two letters of recommendation.
7. Verification of appropriate subject matter competency completed or in progress (requirement depends on type of credential sought).

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

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

Note: Additional program-specific admission requirements are listed with each program description, available from the School of Education Credentials Office.

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.

Obtain application packets and additional information from the Credentials Office, Stevenson 1078, or on the website, www.sonoma.edu/education. Submit to the Credentials Office, Stevenson 1078.

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 coursework, practica, and student teaching—before entering the subsequent phase.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of C- or below in professional education courses must be removed and statutory requirements met prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the

time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

Fifth-Year Programs

Requirements Applicable to SB 2042 Credential Holders or Candidates Only:

Requirements for the Professional Clear Credential

Individuals who complete a teacher preparation program and receive a five-year preliminary credential must earn a Professional Clear Credential by completing one of the following options: (Visit www.ctc.ca.gov for additional options and information.)

Option 1

A Commission-approved Professional Teacher Induction Program through an approved school district, county office of education, college or university, consortium, or private school. The Induction Program includes the advanced study of health education, special populations, computer technology, and teaching English learners.

BTSA Programs have submitted programs written to Induction Program Standards. An individual who did not have access to an Induction program may have begun the BTSA Program and will finish the remaining requirements in an approved Induction Program that includes the advanced study course work content of health education, special populations, computer technology, and teaching English learners.

Individuals applying for the Professional Clear Credential under Option 1 must submit their application through their approved induction sponsor.

Option 2

A fifth year of study completed at a California college or university with a Commission-accredited teacher preparation program, securing that institution's formal recommendation for the Professional Clear Credential. The course requirements listed below must be completed after issuance of the Preliminary Credential. Holders of SB 2042 preliminary credentials issued after August 30, 2004, will not be able to enroll in a Commission-approved fifth-year program without verification from the credential holder's employer that induction is not available or the person needs to meet NCLB coursework requirements.

- Advanced course work in health education that includes, but is not limited to, nutrition; the physiological and sociological effects of alcohol, narcotics, and drug abuse; and the use of tobacco.
- Advanced course work in the laws, methods, and requirements for providing educational opportunities to special populations in the regular classroom.
- Advanced course work in computer technology including the use of computers in educational settings.

- Advanced course work in teaching English learners (effective July 1, 2005).

Individuals applying for the Professional Clear Credential under Option 2 must contact their California college or university and obtain a formal recommendation. If an individual opts to complete the fifth year of study and the advanced study course work, the course work must be completed **after** the issuance date of the Five-Year Preliminary Multiple or Single Subject Teaching Credential.

Prerequisites for Admission to Fifth-Year Programs as described in Option 2

All candidates must complete the following before admission to a Fifth-Year Program:

- Admission to the University as a graduate student (contact the Credentials Office or visit the FAQ's link at: www.sonoma.edu/education for information).

Requirements Applicable to Ryan Credential Holders or Candidates Only

A fifth year of study is currently required to obtain a Professional Clear Teaching Credential. The fifth year is defined as 30 semester units after the bachelor's degree in an approved program of study that includes approved courses in special education, health education, computer education, and CPR. Candidates must consult with the fifth-year advisor to plan a program most suited to their prior experience and individual professional goals.

Prerequisites for Admission to Fifth-Year Programs

All candidates must complete the following before admission to a fifth-year program:

- Admission to the University as a graduate student (contact the Credentials Office or visit the FAQ's link at: www.sonoma.edu/education for information).

Program Guidelines

1. Thirty post baccalaureate semester units are required for a Professional Clear Teaching Credential.
2. Courses to be applied to the program must receive prior written approval from the fifth-year advisor.
3. Approved special education, health education, and computer education courses must be completed for a Professional Clear Credential; these units are included in the 30 postbaccalaureate-unit program when completed after award of the bachelor's degree. The courses are:
 - EDUC 430 Special Education for Teachers (4)
 - NURS 473 Health Education and Drug Abuse (3)
 - EDUC 484 Introduction to Multimedia and Web Authoring (3) or
 - EDUC 404 Computer Uses in Education (2)
4. Certification in CPR is also required for the Professional Clear Credential. Appropriate avenues for meeting this requirement include the following:

- a. An approved health education course that includes CPR. Documentation required: copy of the course description.
- b. CPR training from the American Heart Association. Acceptable CPR training courses are Heartsaver and Healthcare Provider.
- c. CPR training from the American Red Cross. Acceptable training includes community training or adult and infant/child training.

Note: Adult only or infant/child only is not acceptable; it must be both. Documentation required: photocopy of both sides of CPR card with valid date. CPR certificates of training must be current at the time of application and recommendation for the credential.

5. A maximum of 3 units of lower-division courses and 6 units of extension courses may be included.
6. A maximum of 9 semester units in courses taken at other institutions of higher education may be included.
7. Except for M.A. degree programs requiring a 3.00 GPA, a minimum grade point average of 2.50 must be maintained, and no grade below a C may be counted.

Acceptable Fifth-Year Program Alternatives

These may include:

1. The professional preparation for a basic credential.
2. A master's degree program.
3. A specialist or service credential program.
4. Additional courses in the applicant's teaching major.
5. A second approved teaching major.
6. A second basic teaching credential.
7. Courses taken at approved colleges and universities that lead toward professional growth and improvement in teaching effectiveness.
8. Supplementary authorizations for subject area teaching.

For more information, please consult the fifth-year advisor at (707) 664-4203.

Professional Growth Requirements for Ryan and SB 2042 Credentials

Teachers who need to fulfill 150 clock hours of professional growth requirements every five years in order to maintain their Professional Clear California Credential will find a variety of appropriate courses offered by the School of Education and throughout the University. Students should contact designated professional growth advisors in district and county offices of education.

Master of Arts in Education

Description of M.A. in Education Programs

Sonoma State University's School of Education offers five advanced credential programs and five areas of concentration within the Master of Arts in Education degree. Each of these programs reflects the philosophy, purpose, and goals of the School of Education Conceptual Framework, developed by the School of Education faculty. In our M.A. programs students critically examine educational theories and research through a variety of empirical, theoretical, and cultural lenses to develop an informed educational vision and innovative pedagogy in a variety of educational settings. Students have the opportunity to collaborate with faculty and colleagues to examine and influence current educational practice through research, project development, and advocacy. We expect graduates to emerge from their work at Sonoma State University as leaders in their field and agents of change.

The five M.A. in Education areas of concentration offered at Sonoma State University are:

- Curriculum, Teaching, and Learning (see Department of Curriculum Studies and Secondary Education).
- Early Childhood Education (see Department of Literacy Studies and Elementary Education).
- Educational Leadership (see Department of Educational Leadership and Special Education).
- Reading and Language (see Department of Literacy Studies and Elementary Education).
- Special Education (see Department of Educational Leadership and Special Education).

Throughout their years in an M.A. program, students are required each semester to meet with the graduate advisor in their area of concentration to plan collaboratively their progress in the M.A. program. Students may also confer with other graduate program faculty and the Director of Graduate Studies for advising and guidance in their coursework and professional development. Students must maintain a 3.00 grade point average in all course work in the approved M.A. program as well as all course work taken subsequent to admission in conditionally classified standing.

For more information about the M.A. in Education, read our M.A. Handbook online at www.sonoma.edu/education/Masters.htm.

Prerequisites for the M.A. in Education Program

- A bachelor's degree from an accredited institution.
- A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education.

- A valid basic teaching credential (except in Curriculum, Teaching, and Learning and Early Childhood Education program areas).

Procedures for Applying to the M.A. in Education Program

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

Pathways to Program Completion

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

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity, which 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 the 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 question, problem, or issue 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 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 which 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., professional article, video, website, field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project displays understandings, practices, and theoretical perspectives on the candidate's program area of concentration and cognate course of study. Projects should arise out of candidates' goals and professional interests and may take virtually any form. 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 that includes the theoretical context for the project must be included. 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 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.

The Program Portfolio

In order to advance to candidacy, all students must complete a satisfactory program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting where

the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student's proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

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

Requirements for Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. area of concentration courses.
- Presentation and approval of program portfolio.
- Presentation of culminating activity proposal.
- Filing of Advancement to Candidacy form (GSO 1) with School of Education Director of Graduate Studies.

Requirements for the M.A. Degree in Education

M.A. 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. a maximum of 12 units of upper division courses.
 - b. not more than 9 semester units of transfer and/or extension credit.
2. filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.
3. Completion and final approval of culminating activity (thesis/project, cognate project, or individualized examination).

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

M.A. Core Courses

Two core courses are required for all M.A. in Education program areas of concentration:

EDUC 570 The Reflective Educator	3
EDUC 571 Research Paradigms in Education	3

For students pursuing the thesis/project pathway, two other core courses are required:

EDUC 598 Developing a Thesis/Project and	3
EDUC 599 Supervised Study for Thesis/Project	3

For students pursuing the cognate pathway, one other core course is required:

EDUC 572 Supervised Study for the Cognate Project	3
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For students pursuing the individualized exam pathway, one other core course is required:

EDUC 573 Supervised Study for the Individualized Examination	3
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None of the M.A. core courses may be taken through Extended Education.

Cross-cultural Language and Academic Development Certificate Program (GRAD CLAD)

The Grad CLAD authorization program meets requirements of the California Commission on Teacher Credentialing. All 12 units may be applied to an M.A. in Education with an emphasis in either early childhood education or reading and language (each comprising 30 units). The courses approved are:

EDUC 521A Language Development in First and Second Languages	3
EDUC 530 Teaching to Diversity	3

And a choice between the following two courses:

EDUC 522 Curriculum and Assessment for First and Second Language Learners (for elementary or secondary teachers) or	3
EDUC 534 First and Second Language Curriculum in Preschool and Primary (for teachers who specialize in the early ages, 4-8 years old)	3

And a choice between the following two courses:

EDUC 529 Evaluation and Assessment in Reading and Language Programs (for elementary or secondary teachers) or	3
EDUC 537 Authentic Assessment in Preschool and Primary Programs (for teachers who specialize in the early ages, 4-8 years old)	3

Education Courses (EDUC)

Undergraduate Courses

150 PROSPECTIVE TEACHERS (3)

Focuses on realities of the classroom from the teacher's point of view. Includes child development, teachers' roles and responsibilities, and the culture of schools in a changing society. Includes an apprenticeship with a teacher. Grade only. Prerequisite: consent of instructor.

238 INTRODUCTION TO CHILDREN'S SCHOOL (1) SPRING

An introduction to the theory and practice of early childhood education at the campus child care center. Emphasis is on developmentally appropriate practice as expressed through curriculum and guidance techniques. One hour lecture and two hours of observation/participation in the Children's School are required for seven weeks.

239 PARENT EDUCATION CLASS (2) SPRING

The Parent Education Class facilitates value clarification and the objective study of parent/child behavior. Topics include the developmental stages of children, parental expectations and styles, and different techniques for guiding children's behavior.

250 TEACHING IN A CHANGING WORLD (3) FALL, SPRING

This course is designed to provide an introduction to the classroom from teachers' points of view. Areas of content include child and adolescent development, teachers' roles and responsibilities, the culture of schools in a changing society, as well as an apprenticeship with a practicing teacher. Particular emphasis will be on teacher decision-making. Institutional changes that could improve teacher and student performance will also be explored. Each student will spend 30 hours observing and participating in an assigned public school classroom. Grade only. Prerequisite: consent of instructor.

291 TRAINING SEMINAR FOR TUTORS (3) FALL, SPRING

Open to students who are tutoring in the community. Course is nationally certified by the College Reading and Learning Association, National Association for Developmental Educators, and American College Personnel Association. Focus is on the profiles of tutees and tutors and how their individual and mutual relationships are affected: learning styles and strategies, self-esteem, perceived locus of control, communication, stress/anxiety, use/misuse of tutoring strategies, diversity, social/family and educational systems. A wide variety of techniques and skills are used and developed by class participants to empower their tutees and to enhance their own effectiveness as a tutor/human being. Cr/NC only. Certificate received upon successful completion of training. Instructor permission required to enroll in the course.

295 COMMUNITY INVOLVEMENT PROGRAM (1-4) FALL, SPRING

CIP involves students in the community, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only. Recommend to have EDUC 250 as prerequisite, but not required.

328 TEACHING TO INSTRUCTIONAL OBJECTIVES (2)

Guidance in lesson preparation, with emphasis on direct delivery, self-evaluation, and analysis of presentations. Grade only. Prerequisites: functional Spanish language skills and participation in the mini-corps program, or consent of instructor.

329 THE MIGRANT EXPERIENCE (2) FALL

An examination of the migrant plight in our society and educational system through study of the literature and by a direct, active contact with the migrant community. Grade only. Prerequisites: functional Spanish language skills and participation in the mini-corps program, or consent of instructor.

331 PRACTICUM IN CHILD STUDY (3) FALL, SPRING

An intensive study of the development and learning of young children through observation and participation in exemplary programs. May be applied toward a Child Development Permit. Satisfies field experience prerequisite for admission to Multiple Subject CLAD with Emphasis in Early Childhood Education Credential program. Grade only.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4) FALL, SPRING

CIP involves students in the community, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only.

404 COMPUTER USES IN EDUCATION (2) FALL, SPRING

Survey and practice of computer applications to enhance teaching and student learning. Review of current and projected uses of computers and affiliated technologies in education, through an introduction to current research, professional organizations, and a variety of instructional software and hardware. Grade only.

417 SCHOOL AND SOCIETY (3)

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

418 LEARNING AND DEVELOPMENT IN ADOLESCENTS (3)

Examination of theories of learning and teaching, social, physical, emotional, and cognitive development, with emphasis on adolescents. Includes the psychological foundations and research-based knowledge about effective secondary/middle school teaching in the areas of planning, implementing and evaluating instruction, motivation, self-esteem, classroom climate, and psychological perspectives on issues of diversity. Grade only.

420 CHILD DEVELOPMENT IN THE FAMILY, SCHOOL, AND COMMUNITY (3)

Exploration of the physical, cognitive, social, emotional, moral, and language development of children from birth through adolescence. Major theories of child development are studied and applications and critiques of theories as they relate to children from a variety of cultural and family backgrounds are discussed. Children's experiences in families, schools, and communities are studied as they relate to children's views of the world, including health and discipline practices. The impact of family and child rearing beliefs, gender issues, and language development are discussed as they relate to developmentally based practices in educational settings. Students also discuss effective school-family communication practices for a diverse society, and community resources available to support families, including those that address issues of poverty and violence and the effects of these on children and their families.

484 INTRODUCTION TO MULTIMEDIA AND WEB AUTHORING (3)

Students learn to use technology to improve teaching and learning in settings where education and communication are critical. Multimedia authoring and Web design using graphics, text, and sound to convey information and ideas is an integral part of the class. These technology tools include Dreamweaver, PhotoShop, Movie, and peripheral devices such as scanners, digital cameras, and digital camcorders. Teaching and learning projects that are innovative and consistent with exemplary instruction practices form the core activities of the class. Grade only. Prerequisite: permission of the instructor.

Graduate Courses

570 THE REFLECTIVE EDUCATOR (3)

The focus of this course is on philosophical, historical, social, and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. Grade only. Prerequisite: admission to M.A. in Education program.

571 RESEARCH PARADIGMS IN EDUCATION (3)

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

572 SUPERVISED STUDY FOR THE COGNATE PROJECT (3)

This supervised independent study provides students with guidance in the completion of their cognate project. Under the direction of the committee chair, and in

consultation with all committee members, students will complete (1) a project that synthesizes their cognate course work and connects it to their M.A. program concentration, and (2) a scholarly reflection which accompanies the project. Following completion of the project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

573 SUPERVISED STUDY FOR THE INDIVIDUALIZED EXAMINATION (3)

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

574 INTRODUCTION TO CLASSROOM RESEARCH AND NATIONAL BOARD CERTIFICATION (3)

This is an introductory course that supports teachers preparing for the National Board for Professional Teaching Standards certification. National Board (NB) certification is available for general and special education teachers of students from preschool through grade 12 in a variety of areas. The purpose of this course is to provide an overview of the NB certification process and to begin exploring strategies for action research, self-assessment, and reflection on teaching practice. Specifically, students become familiar with the National Board's five core propositions, certificate area standards, and assessment measures and procedures required for certification. In addition, students will learn about the application process and potential sources of funding. Students examine exemplary teaching practices and engage in descriptive, analytical, and reflective writing activities. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

575 SEMINAR IN ACTION RESEARCH (3)

This is the second of three courses that support teachers working toward National Board certification. It is also intended for any student interested in conducting action research in schools and classrooms. Students explore various research methodologies and engage in data collection through observation, videotaping, and examination of artifacts. Using their own classrooms as sites for ongoing action research, students analyze data and share findings through descriptive, analytical, and reflective writing. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

576 RESEARCH, REFLECTION, AND PROFESSIONAL PRACTICE (3)

This course is designed for teachers to enhance their professional practice through research and reflection. Working collaboratively, teachers complete their portfolios required for National Board certification. In preparation for Assessment Center exercises, teachers engage in extensive review of current and historical perspectives on teaching and learning in their certificate areas. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

598 DEVELOPING A THESIS/PROJECT (3)

This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the thesis/project proposal. The main goal is to provide students with knowledge to begin their thesis/project. Grade only. Prerequisite/Corequisite: completion of all M.A. course work (except EDUC 599).

599 SUPERVISED STUDY FOR THE THESIS/PROJECT (3)

This supervised independent study provides students with guidance in the completion of their thesis/project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 (Developing a Thesis/Project). Following completion of the thesis/project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.