



**Sonoma State University
School of Education
Masters of Art Degree
Student Handbook**

Master of Arts Degree Student Handbook

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Introduction

Sonoma State University's School of Education offers five advanced credential programs and six 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.

We have prepared this handbook to assist you in the successful completion of a Master of Arts in Education degree. It is intended to serve as a guide and a framework for your success.

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

- [Curriculum, Teaching, and Learning](#)
- [Early Childhood Education](#)
- [Educational Leadership](#)
- [Reading and Language](#)
- [Special Education](#)
- [Teaching English to Speakers of Other Languages](#)

Throughout your graduate studies, we require that each semester you meet with the graduate advisor in your area of concentration to plan collaboratively your progress in the M.A. program. You may also confer with other graduate program faculty and the Director of Graduate Studies for advising and guidance in your coursework and professional development.

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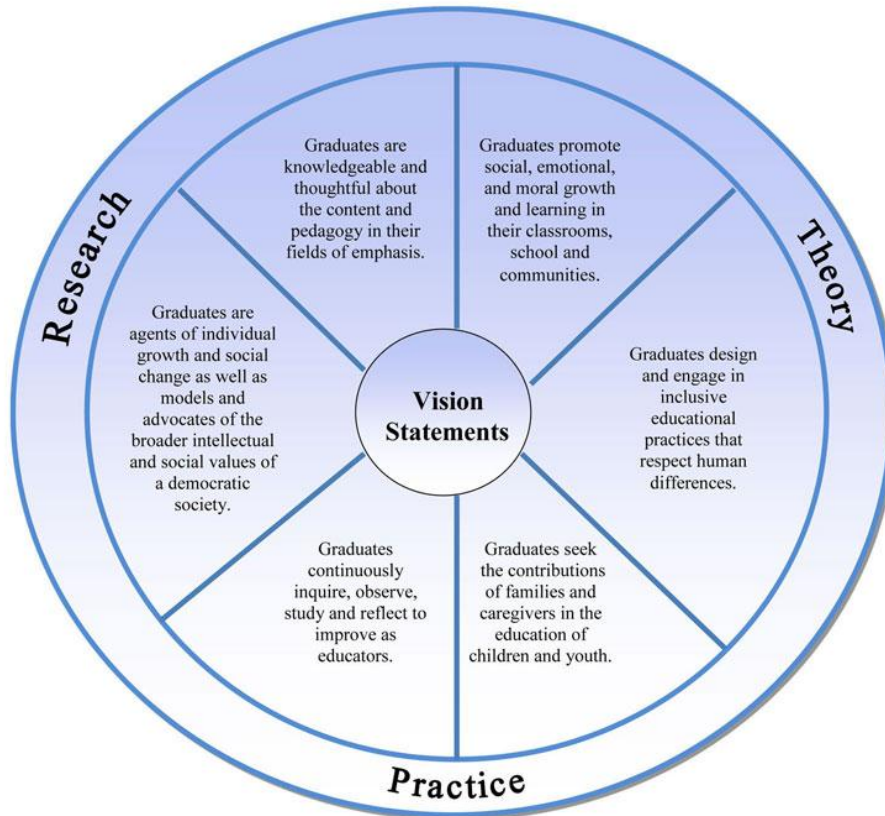
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Conceptual Framework

Sonoma State University School of Education Conceptual Framework



School of Education Mission

To advance excellence in the education profession through university-based preparation of teachers and leaders; to inform that preparation through engagement in and dissemination of exemplary teaching and relevant scholarship and research; and to enact that preparation through collaboration with professional educators, families and the broader educational community.

Performance Expectations

Graduates of the School of Education:

- Demonstrate depth and breadth of content and pedagogical knowledge
- Are knowledgeable about and able to design, implement, and evaluate instructional practices and educational assessments that are responsive to the full range of individuals – their social, cultural, linguistic, and ethnic diversity, and/or physical and learning disabilities
- Practice their profession in ways that are informed by developmental and learning theory, curricular and pedagogical theory and research, professional standards, and reflection
- Continuously employ their knowledge of research, formative and summative assessments, and qualitative/quantitative methods to measure and improve student learning and their own teaching effectiveness
- Use technology to enhance teaching and support active, authentic learning
- Create and work in collaborative and inclusive communities; and,
- Demonstrate and promote global, multicultural perspectives

Dispositions

Our Graduates are professional educators who:

- Believe all students can be successful in school and that learning is a lifelong endeavor
- Value social and emotional growth and an ethic of caring, nurturing, and learning in their classrooms, schools, and communities
- Value culturally responsive practices and are knowledgeable and appreciative of the diversity among learners
- Believe that knowledge and learning are based on critical thinking, inquiry, and creativity and that these qualities are essential components of authentic learning
- Believe that social justice, fairness, equality of opportunity, and civic engagement are vital components of a democratic, free public school education
- Value and demonstrate professional and ethical standards



Pathways to Program Completion

Your graduate program of study will require 30-36 semester units of coursework, depending on the M.A. in Education pathway you select. There are three pathways to program completion: the thesis/project, cognate, and individualized examination. We encourage you to become knowledgeable about each of the pathways so that you can pursue a program of study that meets your professional goals within your 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 graduate core courses. All graduate students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity that is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

Thesis/Project

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

The thesis is a written product of a systematic study of a significant question, problem, or issue in education. The project is also 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. A thesis could be based on a quantitative research study, a qualitative research study or a mixed methods research study. Examples of a project include curriculum design, creating and implementing professional development experiences, program design, or various types of creative activities.

Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses, which students choose in consultation with a faculty advisor and/or committee chair, that allows

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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 program concentration, and/or work in the field. 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, or be reflections on teaching practices involving the use of new technologies, or the application of scholarly research and educational theory in a particular setting. 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 three questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

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Table: Pathways to the M.A. Degree in Education

	<u>Thesis/Project</u>	<u>Cognate</u>	<u>Individualized Examination</u>
Unit load/ Course of study	30 semester units (max 12 upper division): 12 units MA Core (570, 571, 598, 599 taken sequentially) 18 units Program Area of Concentration	36 semester units (max 12 upper division): 9 units MA Core (570, 571, 572 taken sequentially) 18 units Program Area of Concentration 9 units Cognate Area	33 semester units (max 12 upper division): 9 units MA Core (570, 571, 573 taken sequentially) 18 units Program Area of Concentration 6 units Elective Courses
Required Core Courses	EDUC 570 The Reflective Educator (3) EDUC 571 Research Paradigms in Education (3) EDUC 598 Developing a Thesis/Project (3) EDUC 599 Supervised Study for the Thesis/Project (3)	EDUC 570 The Reflective Educator (3) EDUC 571 Research Paradigms in Education (3) EDUC 572 Supervised Study for the Cognate Project (3)	EDUC 570 The Reflective Educator (3) EDUC 571 Research Paradigms in Education (3) EDUC 573 Supervised Study for the Individualized Examination (3)
Choices for Program Area of Concentration	Curriculum, Teaching and Learning Early Childhood Education Educational Leadership Reading and Language Special Education	Curriculum, Teaching and Learning Early Childhood Education Educational Leadership Reading and Language Special Education	Curriculum, Teaching and Learning Early Childhood Education Educational Leadership Reading and Language Special Education
Other Courses	None	Cognate Course of Study: Students, in consultation with a faculty advisor and/or committee chair, determine a 9-unit cognate course of study which will allow students to examine areas of interest related to their MA concentration.	Elective Courses: Each student, in consultation with a faculty advisor and/or committee chair, chooses elective courses which will allow him/her to examine areas of interest related to the MA concentration and to focus on the examination area(s) of study
Other Requirements	Program Portfolio	Program Portfolio	Program Portfolio
Committee	Committee chair plus two other committee members approve student's thesis/project proposal, provide advice and guidance, and are present at thesis/project defense.	Committee chair plus two other committee members approve student's cognate project proposal, provide advice and guidance, and are present at presentation of completed cognate project.	Committee chair plus two other committee members approve student's proposed exam areas of focus, provide advice and guidance, and are present at oral examination.

	<u>Thesis/Project</u>	<u>Cognate</u>	<u>Individualized Examination</u>
<i>Culminating Activity</i>	<p>The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review.</p> <p>Sample types of research: process/product research; correlational study; action research; field-based/problem solving; ethnographic study; historical study; theoretical study</p> <p>Sample types of projects: curriculum design; professional development for educators; program design; performance piece; creative project</p>	<p>The Cognate Project (e.g. portfolio, professional article, video, website, field-based product) is a significant undertaking through which students connect their cognate course of study with the MA core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, educational theory, etc. A written reflection must accompany the project. Students must present completed project in a public forum.</p>	<p>The individualized examination is written by the student's examination committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study. When the student is ready to take the examination, he/she receives the questions from the chair and must return with the completed answers within 72 hours. 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.</p>

**MA PROGRAM CHECKLIST:
Beginning Your M.A. Program**

- Apply and be admitted to MA Program in one of the six program areas
- Read M.A. Handbook
- Attend Program Area orientation
- Meet with Program Advisor to develop a Program Plan
- File M.A. Degree Program Plan (see appendix) with assigned Program Advisor in your area of concentration (see Program Areas of Concentration section of this handbook for the advising procedure in your M.A. program area)
- During first semester, begin collecting artifacts for program portfolio



THROUGHOUT M.A. PROGRAM

- Meet regularly (at least once per semester) with Program Advisor
- Update M.A. Degree Program Plan if you make changes in your program plan
- Notify School of Education about any change of address or other contact information
- Take M.A. core courses EDUC 570 (early in your program) and EDUC 571 (after EDUC 570)
- Take program courses
- Continue to develop program portfolio
- Begin thinking about ideas for culminating activity: thesis/project, cognate project, or individualized examination

PREPARATION FOR PROGRAM COMPLETION

Based on your chosen pathway to completion:

Thesis/Project Checklist:

- Constitute thesis/project committee
- Present program portfolio and thesis/project proposal to committee

Forms to bring to the meeting:

- Advancement to Candidacy Meeting Evaluation Rubric
- GSO1
- Take M.A. core course EDUC 598 in final semester of coursework
- Take EDUC 599 and work on thesis
- Take EDUC 578 (Project Continuation) until thesis/project completed (see Continuous Enrollment Requirements)
- Submit Application for Award of Degree to Admissions and Records early in the semester when thesis/project will be completed

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- Complete and present thesis/project

Form to bring to the presentation:

- GSO
- Thesis/Project Title Page
- Complete Online Exit Survey
- Celebrate with wild abandon!

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Cognate Checklist:

- Constitute cognate committee
- Solidify cognate course of study and complete coursework
- Present program portfolio and cognate project proposal to committee

Forms to bring to the meeting:

- Advancement to Candidacy Meeting Evaluation Rubric
- GSO1
- Take EDUC 572 and work on cognate project
- Take EDUC 578 (Project Continuation) until cognate project completed (see Continuous Enrollment Requirements)
- Submit Application for Award of Degree to Admissions and Records early in the semester when you will complete cognate project
- Complete and present cognate project

Form to bring to the presentation:

- GSO2
- Complete Online Exit Survey
- Celebrate with wild abandon!

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Individualized Examination Checklist:

- Constitute exam committee
- Determine exam foci and plan elective courses
- Complete coursework
- Present program portfolio and exam proposal to committee

Forms to bring to the meeting:

- Advancement to Candidacy Meeting Evaluation Rubric
- GSO1
- Take EDUC 573, work with committee to develop exam questions, and study for exam
- Take EDUC 578 (Project Continuation) until exam taken and passed (see Continuous Enrollment Requirements)
- Submit Application for Award of Degree to Admissions and Records early in the semester when you will take individualized exam
- Take written exam
- Meet with committee for follow-up oral exam

Form to bring to the presentation:

- GSO2
- Complete Online Exit Survey
- Celebrate with wild abandon!

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The Committee

What is the committee?

Your committee consists of three individuals whose purpose is to advise you on your culminating activity. The committee also evaluates the final product. Your committee chair must be a tenured or tenure-track faculty member in the SSU School of Education. The following section of this Handbook contains a list of School of Education tenured and tenure-track faculty and their areas of interest. You should choose a chair who has interests and/or expertise in areas related to your culminating project; this person need not necessarily be someone you have had as an instructor in your M.A. program.

Your second committee member should also teach at SSU, although that person may teach in any SSU department—within or outside the School of Education. The third member may be someone from outside the university, but he/she must hold at least a master’s degree. In special cases, subject to approval by the SSU Graduate Studies Office and the SSU Graduate Studies Office, the second committee member may also be from outside the university.

Students seeking approval to include two community members on their committees should submit a proposal, signed by the committee chair, to the School of Education Graduate Studies Committee. If the Committee approves the proposal, it will be forwarded to the SSU Graduate Studies Office for review. The proposal should include a convincing rationale for this request. An acceptable proposal would need to demonstrate that both community members have expertise that cannot be found among Sonoma State University faculty.

Whom should you choose to serve on your committee?

First choose your chair from the list of tenured and tenure track faculty members in the School of Education. Choose someone who understands your topic, someone you can trust and with whom you are comfortable. Then, discuss other potential committee members with the chair. It is usually a good idea to get the chair’s approval before asking anyone else to serve on the committee. Third members may be from outside the university and can add a perspective that you might not find among SSU faculty.

When should you select members for your committee?

You should select your committee a few months before you advance to candidacy. You need to be far enough along in your M.A. program so that you will have met many of the School of Education faculty; at the same time, you want to select your committee in time to work with them in planning your culminating activity.

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How should you approach prospective committee members?

If you would like to invite someone to serve on your committee, you should contact the person and ask if he/she would be interested. You should write a 1-2 page tentative plan of your culminating activity and include that plan with your invitation.

How often should you meet with committee members?

Usually, graduate students meet a minimum of twice with their entire committee: at the beginning of the process when they present their proposal and advance to candidacy, and at the end when they present their thesis/project or cognate project, or take their oral exam. Some committees meet one or two times in between. In addition, students often meet informally with their chair or other committee members for input throughout the process. Many graduate students tape record these meetings in order to aid their recollection of the rich discussions that characterize these meetings.

What can you expect to happen at your committee meetings?

The first committee meeting (Advancement to Candidacy)

Typically the first meeting of the full committee, the Advancement to Candidacy meeting is an important opportunity to gain insights and approval for your research or project ideas. Usually students will have already shared their ideas with individual committee members, but when everyone is together in the same room discussing your project, the conversation can be exciting and inspirational. During this meeting, you will present your portfolio and your proposal, hear your committee's suggestions, and either get the go-ahead to conduct the work you plan to do for your culminating project or be asked to make revisions in the portfolio and/or proposal. This is a time for you to take the lead, ask important questions, and articulate your interest in the work you plan.

A week or two prior to your first meeting, give each member the proposal for your project. Also, you should give your committee chair your portfolio. The length of the proposal will vary, depending on the pathway you have chosen and on how far along you are in the process. Be sure to consult with your chair prior to the meeting to determine the length and depth of your proposal. Usually it is up to the student to poll the committee to arrange a time to meet. Be sure to fill out and bring to the meeting the required forms listed in the M.A. Program Checklist in this Handbook. The forms themselves are at the back of this Handbook as well as in the School of Education Office.

The Advancement to Candidacy meeting usually consists of three parts:

1. **PORTFOLIO:** present your portfolio to your committee.



2. **CULMINATING PROJECT:** discuss your area(s) of interest, beginning with how you arrived at this area of interest, discuss your plans for accomplishing your project goals, and conclude with questions you have for your committee.
3. **FORMS:** ask the members of your committee to sign your completed GSO1 (Advancement to Candidacy) and other forms. The GSO1 form should be submitted by your committee chair to the School of Education Director of Graduate Studies.

The second committee meeting (optional)

Most students meet twice with their committees. Some committee chairs also recommend that the committee meet sometime between the beginning and the end of the process. At this meeting, the committee can answer your questions, give you additional direction, and respond to work you have completed thus far.

The final committee meeting: Presentation

This meeting is the culminating moment of your M.A. course of study. It is a public meeting and you are encouraged to invite family and friends.

Be sure to give any written work (e.g., thesis/project, any written work connected to cognate project, etc.) to your committee at least two weeks before this meeting. At this meeting, you present your work and discuss your ideas with your committee and everyone else in the room. It is an exhilarating experience to share your ideas and engage in high-level discussions of your work. At this meeting, the committee signs all final documentation: GSO2 (Completion of Requirements) form, and either the thesis title page and abstract (for thesis/project), Cognate Signature Form, or Individualized Examination Signature Form. Before the School of Education will submit your GSO2 form to the University Graduate Studies Office for final processing, you must complete the School of Education Exit Survey online. Your feedback provides us with the information we need to keep improving the program and the learning experiences of graduate students in the School of Education.

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School of Education Tenured & Tenure-Track Faculty

<i>Name</i>	<i>Area of Interest</i>	<i>Degrees, Institutions, and Years</i>
<i>Carlos Ayala</i>	<ul style="list-style-type: none"> • Science Education • Assessment • Student Cognition and Knowledge • Quantitative Research Methods 	PhD, Stanford University, 2002 MA, San Diego State University, 1996 BA, University of California, Santa Cruz, 1985
<i>Emiliano Ayala</i>	<ul style="list-style-type: none"> • Special Education (Assessment; Multicultural Populations; Preschool; Families) • Qualitative Research Methods 	PhD, San Diego State/Claremont Graduate University, 2000 MS, San Diego State University, 1989 BA, University of California, Santa Cruz, 1986
<i>Sandra Ayala</i>	<ul style="list-style-type: none"> • Special Education • Assistive Technology • Video Self Modeling • Response To Intervention • Autism • Communication/ Language Development • Teacher Development • Educational Technology • Quantitative and Qualitative Research 	PhD Education, University of California Riverside, 2010 MA University of Northern Colorado, 1989 BS Speech Pathology State University of New York Geneseo, 1985
<i>Chiara Bacigalupa</i>	<ul style="list-style-type: none"> • Early Childhood Education • Moral Development/Moral Education • Child Care Quality • Giving Voice to Children's Perspectives in Educational Research • Qualitative Research Methods 	PhD, University of Minnesota, 2005 MA, California State University Northridge, 1991 BA, University of California Santa Cruz, 1987
<i>Susan Campbell</i>	<ul style="list-style-type: none"> • History Education • Qualitative Research Methods • Social and Philosophical Foundations of Education • Global Education in Elementary and Middle Schools • Service Learning Development in K-8 Schools 	PhD, Education, University of California, Davis 2006 MA, Education, University of California, Davis 2003 MS, Counseling, California State University, Hayward 1986 BA, History, Virginia Polytechnic Institute and State University, 1977
<i>Paul Crowley</i>	<ul style="list-style-type: none"> • Reading/Language Arts • Special Education • Curriculum 	PhD, University of Missouri, Columbia, 1991 MEd, University of Missouri, Columbia, 1980 BS, University of Missouri, Columbia, 1978

<i>Mary Dingle</i>	<ul style="list-style-type: none"> •Special Education: Families; English Learners; Academic Interventions; School Culture 	PhD, CSU Los Angeles/UCLA, 2001 MA, Sonoma State University, 1987 BA, Sonoma State University, 1981 AA, Santa Rosa Junior College, 1977
<i>Charles Elster</i>	<ul style="list-style-type: none"> •Teacher education in the language arts •Language & literacy development in preschool and elementary grade children •Literature, children's literature, genre theory, poetry •Classroom discourse •Language & literacy in social contexts: sociolinguistics & pragmatics •New literacies 	PhD, University of California, Berkeley, 1988 MA, University of California, Berkeley, 1982 BA, Yale University, 1976
<i>Kelly Estrada</i>	<ul style="list-style-type: none"> •Reading/Language Arts Education •Second Language Acquisition and Literacy •Curriculum Development and Instruction •Educational Technology •Teacher Professional Development 	PhD, University of California, Los Angeles, 1997 MA, University of California, Los Angeles, 1991 BA, University of California, San Diego, 1988
<i>Johanna Filp-Hanke</i>	<ul style="list-style-type: none"> •Early Childhood •Parent Participation •Teacher Development •Multicultural Education •Qualitative and Quantitative Research •Educational Evaluation 	PhD, Albert-Ludwig-Universitat, 1987 MA, University of British Columbia, 1970 BA, University of British Columbia, 1968
<i>James Fouche</i>	<ul style="list-style-type: none"> •Educational Foundations •Educational Technology 	PhD, University of Florida, 1978 MA, Louisiana State University, New Orleans, 1972 BA, Louisiana State University, New Orleans, 1968
<i>Karen Grady</i>	<ul style="list-style-type: none"> •Qualitative Inquiry •Content Area Literacy & Adolescent Literacies •Sociocultural Approaches to Literacy •Second Language Acquisition and Literacy •Curriculum Theory & Development 	PhD, Indiana University, 2001 MA, Education, University of San Francisco, 1985 Single Subject Credential, English, 1980 CLAD Credential, 1990 BA, Santa Clara University, 1975

<i>Hee-Won Kang</i>	<ul style="list-style-type: none"> •Second Language Literacy •Curriculum Development •Multicultural Education •ECE 	<p>PhD, University of California, Berkeley, 1991</p> <p>MA, San Francisco State University, 1981</p> <p>BA, Duk Sung Women’s College, Seoul, 1976</p>
<i>Paula Lane</i>	<ul style="list-style-type: none"> •Science Education •Qualitative Inquiry Methodology •Elementary Education •Teacher Research •Cooperative Learning 	<p>PhD, Michigan State University, 2003</p> <p>Multiple Subject Clear Teaching Credential Science Supplementary, California State University, Hayward, 1980</p> <p>BS, University of California, Los Angeles, 1977</p>
<i>Jennifer Mahdavi</i>	<ul style="list-style-type: none"> •Pre-referral Intervention and Response to Intervention •Reading instruction for at-risk students •Mild-moderate disabilities •Emotional/behavioral disorders •Positive Behavior Support •Collaboration and Consultation 	<p>PhD, University of California, Riverside, 2000</p> <p>MA, University of California, Riverside, 1996</p> <p>BA, California State Polytechnic University, Pomona, 1990</p>
<i>Perry Marker</i>	<ul style="list-style-type: none"> •Curriculum Theory and Research •History and Philosophy of Education •School Change •Alternative Forms of Education •Teaching and Learning •Social Sciences •Critical Theory 	<p>PhD, Indiana University, Bloomington, 1986</p> <p>MS, Bowling Green State University, 1978</p> <p>BS, Bowling Green State University, 1973</p>
<i>Viki Montera</i>	<ul style="list-style-type: none"> •Organizational Development, Theory, and Change •Professional Development/Learning Communities •Democratic Schooling •Curriculum and Learning Theory •School - Community Relationships •Alternative Assessment 	<p>EdD, Educational Administration with emphasis in Teaching and Teacher Education - University of Arizona, 1996</p> <p>MA, Organizational Communication: Human Relations, University of N. Colorado, 1980</p> <p>BA, Elementary Education and Journalism - University of N. Colorado, 1974</p>

<i>Kathy Morris</i>	<ul style="list-style-type: none"> •Mathematics Education •Professional Development/In-service Teacher Education •Constructivist Teaching •Qualitative Research Methods, especially ethnography and/or discourse analysis 	<p>PhD, University of Michigan, 2003 MA, San Francisco State University, 1995 BA, University of California, Berkeley, 1987</p>
<i>MaryAnn Nickel</i>	<ul style="list-style-type: none"> •Reading, Writing, and the Language Arts, K-12 •Adult Literacy •English Language Development •Curriculum Theory and Application •Professional Development Schools & Partnerships •School Change and Professional Renewal 	<p>PhD, Indiana University, 1998 MEd, University of Missouri, St. Louis, 1976 BA, University of Missouri, St. Louis, 1973</p>
<i>Jessica K. Parker</i>	<ul style="list-style-type: none"> •Digital Media and Learning •Educational Technology •New Literacies and Media Literacy •Critical Literacy •Gender Studies 	<p>PhD, Education: University of California, Berkeley, 2009 MA, University of California, Berkeley, 1998 CLAD credential, University of California, Berkeley, 1998 BA, Media Studies, University of California, Berkeley, 1996</p>
<i>Paul Porter</i>	<ul style="list-style-type: none"> •Educational Leadership •School Law •Educational Evaluation and Research •Student Behavior and Interventions •School Counseling 	<p>EdD, Brigham Young University, 1977 MS, California State University, Sacramento, 1972 BS, University of California, Davis, 1969</p>



Advancement to Candidacy

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 School of Education Graduate Studies Committee has made some revisions to the contents of the portfolio so you may be creating a slightly different document than what you have heard about in the past. The portfolio is still intended to be reflective in nature and should show personal, professional and intellectual growth. It should also demonstrate how your M.A. program has prepared you to undertake your culminating activity (thesis/project, cognate project, or individualized examination). The portfolio also enables a student to meet the university-wide requirement of having achieved writing proficiency at a graduate level.

The portfolio should include one 4-5 page double-spaced narrative reflection on your journey and revelations throughout the M.A. program. By making specific references to courses, experiences, and assignments, the reflection should address the following areas:

- 1) Your personal and professional growth over the course of your M.A. program, how you have grown intellectually.**
- 2) The breadth and depth of knowledge in you have gained in reading and applying educational research.**
- 3) The breadth and depth of knowledge you have gained in the program area concentration**
- 4) Your ability to critically analyze multiple historical, philosophical, and theoretical perspectives in education**

These areas are aligned to the School of Education Conceptual Framework, as indicated on the Advancement to Candidacy Meeting Evaluation Rubric, included in the appendix to this Handbook. Following the reflection, include artifacts from at least 4 M.A. courses to support the narrative. Keep in mind that the goal of the portfolio reflection is to articulate for your committee how the entire experience of the M.A. program has contributed to your learning and growth as a professional.

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Proposal for Culminating Activity

In a document separate from the portfolio, you should demonstrate planning toward the completion of your culminating activity (thesis/project, cognate project, or individualized examination). This document should include at a minimum:

- A list of the individual(s) who, up to this time, have agreed to be members of your committee
- a description of your proposed thesis/project, cognate project, or individualized examination area(s) of study and a timeline for how you will accomplish this work. Writing the description should help you initiate your work on this activity, although it is almost inevitable that your focus will evolve as you learn more about the topic you have selected. The Culminating Activity Description should address the following questions:
 - How did you become interested in the topic that you intend to explore?
 - What do you intend to study, to do, or to find out? For a thesis, you will probably need to formulate a guiding question or problem statement. For a project, you should give a brief description of what you plan to do or create. For an individualized examination, you should describe the area(s) of study you plan to explore. A preliminary literature review should also be part of the description.
 - How will you accomplish the task that you have set for yourself? If you are planning to write a thesis, you should explain how you intend to conduct research in the field in order to answer your guiding question or resolve your problem statement. If you plan to do a project, you should describe how you expect to create and use the project. If you will be taking an individualized examination, you should describe your plan for researching your area(s) of study.
 - What do you envision as the potential significance of this culminating activity in your M.A. program? Why is it important that you carry out this work? How will your work advance theory and practice in your professional field? What is your proposed timeline for completing the culminating activity?

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The Thesis/Project

The thesis documents a systematic study of a significant and researchable question in education; the project is a written document describing a significant undertaking appropriate to education, such as a curriculum design, website, or creative endeavor (i.e. performance piece, video, etc.) The thesis/project requires an extensive written product, including an in-depth literature review that will be housed in the SSU Library.

Most theses include the following chapters:

- Introduction: overview of the study, including research question(s)
- Comprehensive literature review of theory and research relevant to the study which illuminates candidate's theoretical framework
- Description of research design, including methodological framework, research sample/participants, and methods of data collection and analysis
- Results of the study
- Implications, conclusions, and suggestions for further research

Most projects include the following chapters:

- Introduction: overview of the project
- Comprehensive literature review of theory and research relevant to the project which illuminates candidate's theoretical framework
- Description of procedure for developing the project
- The project itself: the curriculum, website, video, etc.
- Reflections and conclusions: e.g. results of project implementation, suggestions for further work in this area, etc.

Procedures for completing the thesis/project pathway (see flow chart below)

The candidate completes M.A. program courses and EDUC 570 and 571.

The candidate constitutes his/her thesis/project committee (see strategies discussed in The Committee section) and works with committee members at the same time as completing thesis-related assignments in EDUC 598.

The candidate enrolls in EDUC 598 and EDUC 599 and begins working on the thesis/project proposal and literature review in EDUC 598.

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The candidate completes and submits the Human Subject Protocol, if necessary.

The candidate and committee conduct the first committee meeting at which the student presents the thesis/project proposal, along with the portfolio and the GSO1 (Advancement to Candidacy) form. In most cases, the proposal will have been written as part of the student's work in EDUC 598. In the proposal, the candidate should include the following:

- Rationale for thesis/project
 - Thesis question(s) or project goals
 - Proposed areas of study for literature review
 - Tentative research methodology for thesis or procedure to complete project
 - Timeline for completion of thesis/project
 - Significance of this thesis/project
1. After receiving the committee's approval and, when necessary, approval for conducting research with human subjects, the candidate conducts the research study for the thesis or develops the project. Throughout the process, the candidate regularly seeks the advice and approval of the committee chair and, as appropriate, the other committee members. In some cases, the committee will meet as a whole with the candidate one or more times before the thesis/project is completed. For candidates conducting research studies, it is imperative that they discuss their data with their committee chair as they are collecting and analyzing it.
 2. When the thesis/project is completed, the candidate and committee members schedule the thesis/project presentation (GSO2 meeting). A draft of the thesis/project must be submitted to committee members at least two weeks prior to the GSO2 meeting. Often this presentation is referred to as the "defense." At this presentation, the candidate provides an overview of the thesis/project and responds to questions posed by the committee and others attending the presentation.

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Thesis Project Flowchart

Candidate completes EDUC 570, EDUC 571 and courses in concentration



Prior to taking EDUC 598, candidate constitutes thesis/project committee and begins considering ideas for thesis/project



Prior to or immediately upon enrolling in EDUC 598, candidate meets with committee for Advancement to Candidacy (GSO1 meeting)



Candidate completes and submits human subjects protocol



Candidate conducts thesis study or develops project, consulting, as necessary, with committee members



Candidate registers for EDUC 599 in the semester he/she conducts thesis research or develops the project



Candidate and committee meet to present thesis/project (GSO2 meeting)



How the Thesis/Project is evaluated:

1. Candidate submits thesis/project to committee two weeks prior to scheduled GSO2 meeting.
2. Committee members evaluate the thesis or project according to the criteria listed on the Thesis or Project Review form.
3. Committee members meet to compare evaluations of the thesis/project. If all committee members agree that the thesis/project meets all the criteria, the presentation (GSO2 meeting) will proceed as scheduled.
4. If some criteria are not met, the chair will meet with the candidate to explain the problems with the thesis/project and to instruct the candidate to revise as needed.
5. Candidates have three opportunities to complete the thesis/project satisfactorily.
6. Once the committee has determined that the thesis/project is satisfactory, the committee will meet with the candidate for the GSO2 meeting.
7. At the conclusion of the GSO2 meeting, the committee meets privately to make one of the following recommendations:
8. Thesis/Project is finished and ready to be submitted to the Graduate Studies Office.
9. Thesis/Project will need certain minor revisions before being submitted to Graduate Studies Office.

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Cognate Pathway: Course of Study and Culminating Experience

The cognate is a 9-unit course of study which students pursue in order to augment or complement their program concentration and M.A. core courses. The three courses cannot be a random set of classes; rather, they must be somehow related to one another and together constitute a coherent course of study.

There are many potential cognate courses of study. Often, students use the cognate pathway to take courses in educational fields—such as educational technology— outside their program area of concentration. Students may also choose to take courses in SSU departments outside the School of Education. Students should consult with their program advisor or their committee chair to discuss ideas for their cognate course of study.

The culmination of this pathway is a significant undertaking through which students connect their 9-unit cognate course of study with the M.A. core courses, program concentration, and/or fieldwork. Most students who choose the cognate pathway create products directly related to their work in the field and which directly contribute to their professional growth. The culminating experience should take less time to complete than a thesis: it is expected the student will lay the groundwork for the activity through the 9-unit cognate course of study. Examples of cognate activities—all of which must be informed by program and cognate courses—are educational websites; inservice videos; professional presentations; creation, analysis, assessment, and/or implementation of curriculum; and other applications of ideas explored in program and cognate courses. A 10-20 page written reflection, which includes the theoretical context for the work, must accompany whatever product the student has created.

Elements of the Cognate Culminating Experience

- Ties together candidate’s cognate and program area courses
- Illuminates the theoretical basis of the project
- Includes a written reflection

Procedures for completing the cognate pathway (see flow chart below)

The candidate completes M.A. program courses and EDUC 570 and 571.

The candidate meets with committee chair or program advisor after deciding to pursue the cognate option but before registering for any cognate courses.

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Working with the committee chair or program advisor, the candidate plans the 9-unit cognate course of study. These courses may be within or outside the School of Education, and they may be upper division or graduate-level, as long as the total number of upper division units in the M.A. degree program does not exceed 12. The cognate course of study must be documented and signed on the M.A. Degree Program Plan form, with a short rationale for this course of study attached to the form. Examples of cognate courses of study include, but are not limited to:

- Educational technology
- Reading and language
- Special education
- Human development
- Discipline-specific areas of study (history, mathematics, multicultural studies, etc.)
- TESOL

Prior to registering for EDUC 572, the candidate constitutes the cognate committee and develops a proposal for the culminating activity, which he/she presents to the committee along with the portfolio, the GSO1 (Advancement to Candidacy form), and the Cognate Signature Form. In the proposal, the candidate must include the following:

- Rationale for cognate culminating activity and connection of cognate course of study to the activity
- Goals for the activity
- Description of proposed activity
- Educational significance of proposed activity (to the candidate and to the profession)
- Action plan and timeline for completing the activity

During the semester when the candidate is registered for 572, he/she meets regularly with the committee chair to discuss progress with the activity.

After completing the activity, the candidate writes a 10 – 20 page reflection on the experience.

When the activity and reflection are completed, the candidate and committee members schedule the cognate presentation (GSO2 meeting). At this meeting, the candidate provides an overview of the activity and responds to questions posed by the committee and others

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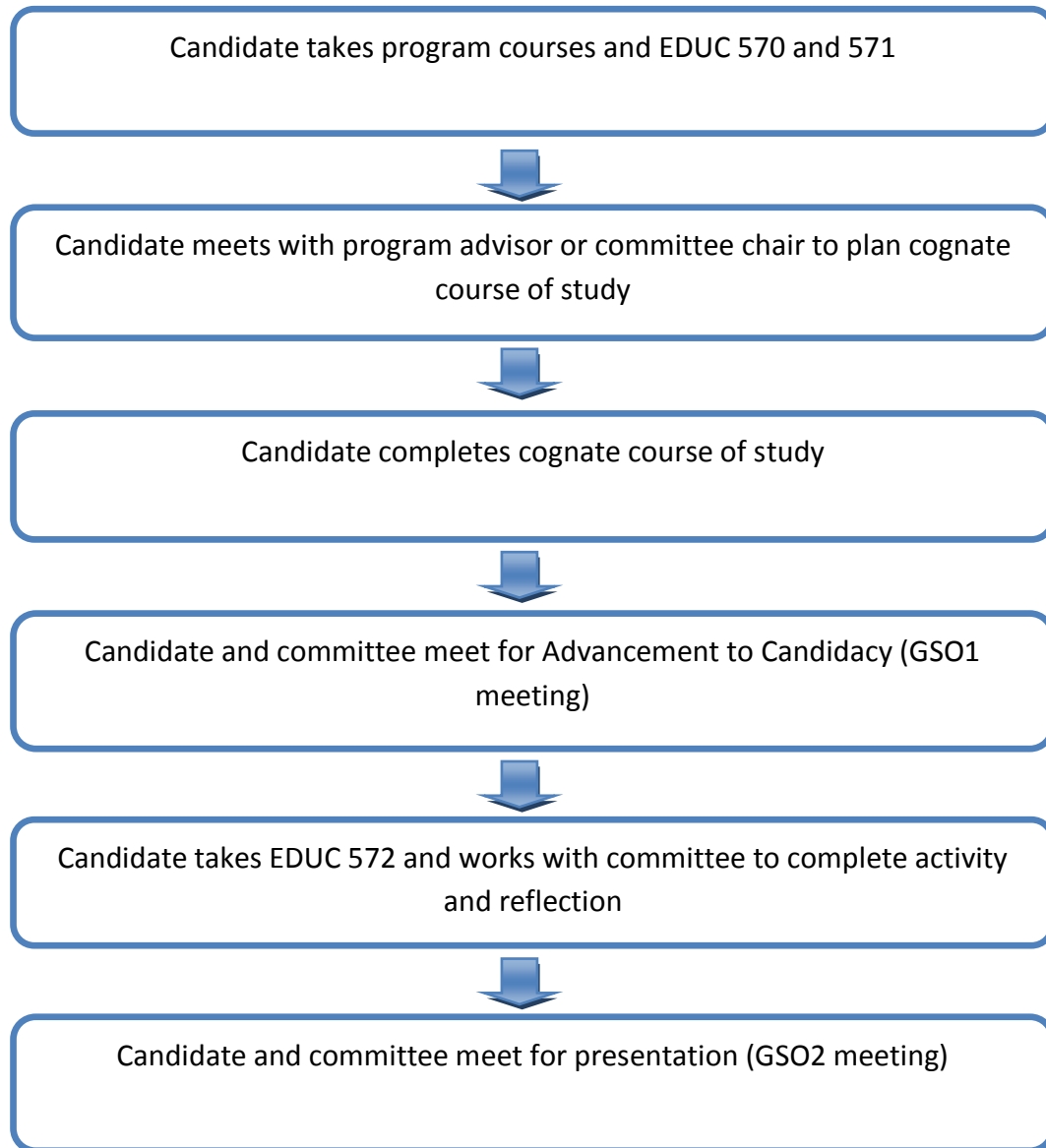
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attending the presentation. Candidates should bring their GSO2 and Cognate Project Evaluation forms to the presentation.

Cognate Flowchart





How the Cognate Activity, Written Reflection, and Presentation are evaluated:

1. The candidate submits the cognate product and reflection to committee members for their consideration.
2. When the committee chair and other committee members agree that the product and written reflection are satisfactory, the presentation is scheduled which will serve as the GSO2 meeting if all evaluation criteria are met.
3. The culminating activity and written reflection are evaluated according to the six criteria listed on the review form. Each criterion must be met for successful completion of the MA degree.
4. If any of the criteria are not met, the chair will meet with the candidate to explain the problems with the activity and/or written reflection and to instruct the candidate to revise as needed. The GSO2 form is not signed until another meeting is scheduled.
5. Candidates have three opportunities to complete the activity and written reflection satisfactorily.
6. Once the committee has determined that the activity and written reflection are satisfactory, the committee will meet with the candidate for another GSO2 meeting.

Note: If the culminating activity that the candidate has developed is a formal presentation (i.e. inservice, workshop, scholarly presentation), then the committee will evaluate the activity at the presentation itself—which could, in some cases, also function as the GSO2 meeting.

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The Individualized Examination

The individualized examination is the culmination of a candidate's independent in-depth study of a number of educational theories and issues. The exam consists of three questions and addresses areas of study identified by the candidate in consultation with his/her examination committee. Within two weeks of turning in a satisfactory written exam, candidates meet with their committee to take an oral exam to discuss and clarify issues addressed in the written exam.

1. The candidate completes M.A. program courses and EDUC 570 and 571.
2. The candidate constitutes his/her Exam Committee (see strategies discussed in The Committee section) after deciding to pursue the individualized exam option.
3. Prior to taking EDUC 573, the candidate composes an individualized exam proposal and presents it to the committee, along with the portfolio, the GSO1 (Advancement to Candidacy form), and Individualized Examination Signature Form. In the proposal, the candidate must include the following:
 4. Proposed areas of focus for individualized examination
 5. Rationale for chosen areas of focus
 6. Plan for exam preparation (remaining courses to take, research to conduct, etc.)
7. While registered for EDUC 573, the candidate meets regularly with his/her committee chair to discuss the areas of focus and to become familiar with the pool of questions from which the three exam questions will be selected.
8. The candidate, in consultation with the committee chair, may submit three potential questions, from which the committee will select one for the exam. The chair, in consultation with the rest of the exam committee, develops a pool of 8 – 10 questions from which the committee will select three for the exam. This pool of questions will be given to the candidate at least one month prior to the exam date.
9. On the date previously selected by the candidate and committee chair, the candidate will receive the three exam questions. The candidate will have 72 hours to answer the questions and return the completed exam to the committee chair. The exam must be word-processed.
10. The candidate's committee reads and evaluates the exam following the protocols delineated on the next page. The exam is returned to the candidate prior to the oral

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exam, which must take place no later than two weeks after the candidate completed the written exam.

11. The examination is graded as follows: Pass or Not Pass. Candidates who do not pass the examination may petition to take a new examination after completing a period of study of no less than one semester (specifics determined by the committee).
12. The oral exam is held if the candidate passes the written exam. The oral exam provides an opportunity for participants to discuss the issues addressed in the written exam, and for the candidate to clarify any remaining questions or concerns. Candidates should bring their GSO2 form to the oral exam.

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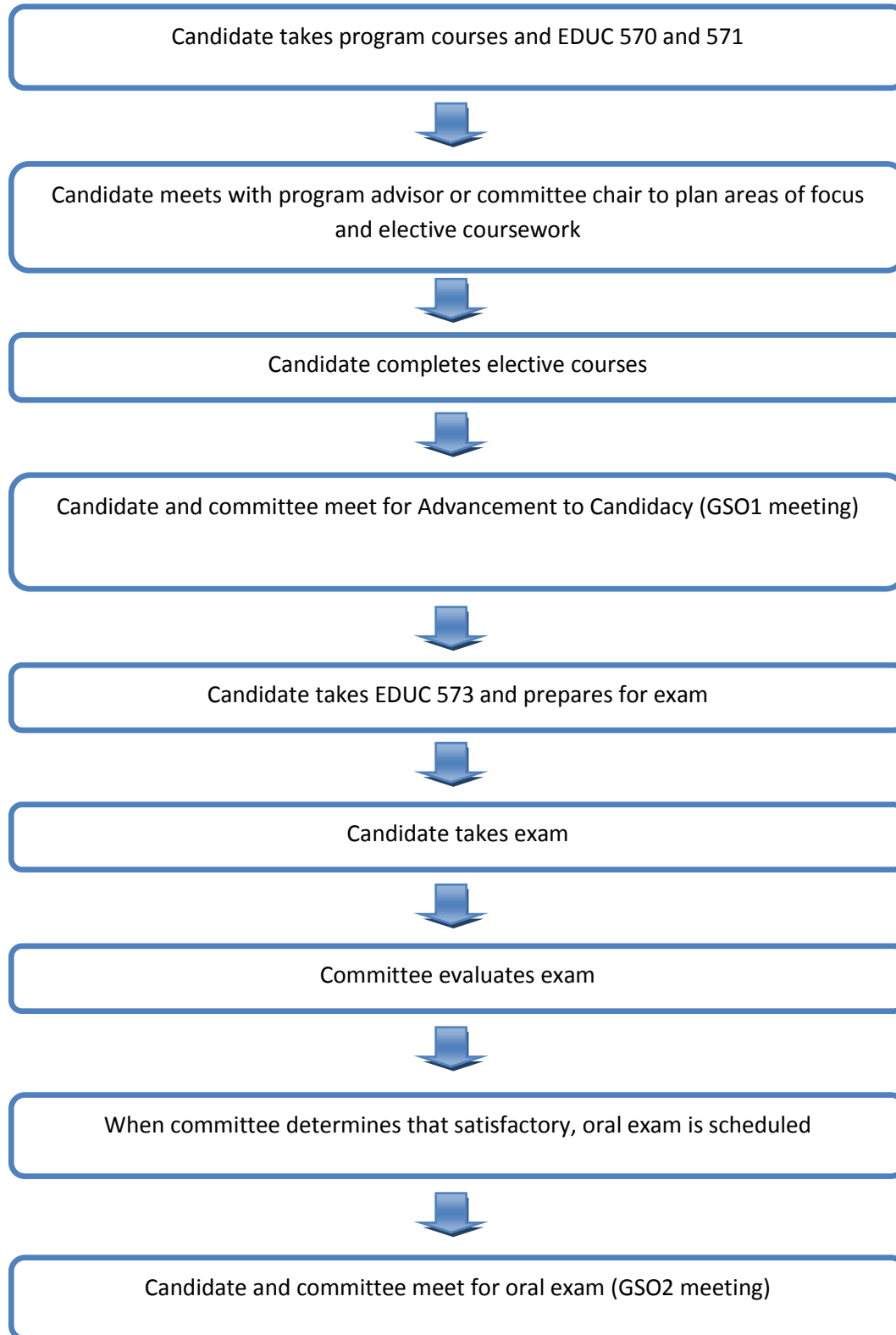
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The Individualized Exam Flowchart





How the Individualized Exam is evaluated:

1. Committee members meet to decide who will read each question. Each question must be read and evaluated by two committee members.
2. Committee members read and evaluate assigned questions.
3. Committee members meet to compare evaluations of questions. If members disagree on whether or not a candidate's response is satisfactory, the third member will read it to help resolve the disagreement.
4. Each response will be evaluated according to the nine criteria listed on the review form.
5. If one or more responses are unsatisfactory, the committee will meet with the candidate to explain the problems with the response(s) and to instruct the candidate to rewrite as needed.
6. Candidates have three opportunities to complete all responses satisfactorily.
7. Once the committee has determined that all responses are, the committee will meet with the candidate for the oral examination.
1. At the oral exam, committee members again evaluate the candidate's responses according to the same criteria as were used for the written responses. The committee may either evaluate each question individually or consider them all together.

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Continuous Enrollment Requirements

All Sonoma State University M.A. students who have begun their final projects must maintain continuous enrollment at SSU through completion of the degree. This continuous enrollment policy serves to ensure that students will be able to receive the advice and supervision of faculty and that students will be able to use university facilities such as the library and computer labs.

Those students who do not seek the full services of the university or do not have financial aid eligibility requirements should maintain enrollment through the School of Extended Education and enroll in University 578: Project Continuation. This will allow students to receive library privileges and to file for their award of degree. The fee is \$250 per semester. It is not necessary to enroll in University 578 during the summer term.

Students who wish to maintain eligibility for financial aid and wish to have access to the full resources of the university must maintain regular half-time enrollment and pay half-time fees. Students should sign up for EDCT 578, EDEC 578, EDRL 578, EDEL 578, or EDSP 578, depending on their program area.

Students who do not maintain a continuous enrollment and subsequently return to the university will be required to apply for readmission and, as a condition of readmission, will be assessed a continuing enrollment charge of \$250 for every regular semester of the period during which they were absent from the university.

Sonoma State University allows students four semesters of continuous enrollment to complete their final projects. If students do not finish their project in four semesters after completing coursework, then they must reapply to the university and to the program and re-enroll in either EDUC 599, or EDUC 572, or EDUC 573 to extend the time for completing the project.

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M.A. Core Course Descriptions

EDUC 570: THE REFLECTIVE EDUCATOR (3 UNITS)

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.

EDUC 571: Research Paradigms in Education (3 units)

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. Grade only. Prerequisite: admission to M.A. in Education program.

EDUC 572: Supervised Study for the Cognate Project (3 units)

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 coursework and connects it to their M.A. Program Concentration, and 2) a scholarly reflection which accompanies the project. It is not a class that meets. You work with your committee chair and other committee members. Cr/NC. Prerequisite: advancement to candidacy.

EDUC 573: Supervised Study for the Individualized Examination (3 units)

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. It is not a class that meets. You work with your committee chair and other committee members. Cr/NC. Prerequisite: advancement to candidacy.

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EDUC 598: Developing a Thesis/Project (3 units)

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/co-requisite: completion of all M.A. coursework (except EDUC 599).

EDUC 599: Supervised Study for the Thesis/Project (3 units)

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). It is not a class that meets. You work with your committee chair and other committee members. Cr/NC. Prerequisite: advancement to candidacy.

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Program Areas of Concentration

Curriculum, Teaching, and Learning (CTL)

Overview of the Program

The CTL area of concentration provides program flexibility for a wide range of individuals, from teachers seeking to enhance the depth and breadth of their subject matter knowledge to those seeking staff development and leadership positions in the public or private sectors. CTL candidates need not possess a teaching credential.

Students complete core coursework and six units of CTL courses, and develop their 12-16 unit Area of Emphasis (AREM), an individualized program tailored to their needs and career goals. The Area of Emphasis may or may not be composed of courses in the School of Education. It may be an established sequence of courses, such as the Educational Technology Area of Emphasis, or it may be a unique series of courses designed collaboratively by the student and the CTL advisor.

CTL candidates may choose any of the three M.A. pathways. Those following the cognate pathway may use their cognate course of study to pursue further study in their Area of Emphasis or to explore a related area of interest.

CTL Program Area of Concentration Coursework (18 units)

Required CTL Courses (6 units):

EDCT 585	Curriculum Development: Theory, Practice, and Evaluation (3 units)
EDCT 586	Teaching and Learning: Research and Application in the Classroom (3 units)

Examples of Areas of Emphasis (12-16 units):

- Educational Technology
- Early Childhood Education
- Kinesiology
- History
- Multicultural Education
- Psychology
- Reading and Language
- Teaching English as a Second Language





Advising

Prior to beginning the CTL program, students meet with the CTL advisor to develop a preliminary plan for their Area of Emphasis. Each semester thereafter, students meet with their advisor to solidify this plan and to discuss their progress in the M.A. program.

Requirements for Admission

Candidates submit the following to the Credentials Office, School of Education Stevenson Hall, Sonoma State University Rohnert Park, CA 94928

One official or unofficial transcript from each college or university you have attended (grade point average requirements: cumulative upper division/graduate 3.0; Education 3.0)

A completed application form

Two (2) letters of reference

No teaching credential is required for the M.A. degree. A B.A. or B.S. degree is required.

A narrative statement of describing your proposed CTL area of emphasis and the ways you envision the degree and Area of Emphasis contributing to your personal and/or career goals

Application for admission to the University (application may be submitted via www.csumentor.edu)

FOR INFORMATION PLEASE CONTACT EITHER:

School of Education Office (707-664-3115)

Department of Curriculum Studies and Secondary Education (Stevenson Hall 1078)

Early Childhood Education

Overview of the Program

The Early Childhood Education Concentration is designed to prepare professionals to work with children in preschools and community-based programs that serve children from birth to eight years old, and to take leadership roles in the field of early childhood education.

Required coursework focuses on working with diverse families and young children and advanced study of cognitive, language, social, emotional, and moral development.

Improvement of classroom curriculum and assessment from infancy through the primary grades is another emphasis of the program. Candidates need not possess a teaching credential; they may prepare for leadership and advocacy positions in a variety of settings.

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However, a basic course in child development and at least one year of experience working with children in educational settings are prerequisites to admission to the program. Details are available from the Early Childhood Education Program Advisor.

Required ECE Core Courses in Concentration (12 units)

- EDEC 531 (3) The Role of Play in Development and Learning (offered Fall of odd numbered years, 2007)
- EDEC 532 (3) Social-Moral Development in Childhood (offered Fall of even numbered years, 2008) (It will be taught in the framework of Action Research)
- EDEC 537 (3) Authentic Assessment in Preschool and Primary Programs (offered Spring of odd numbered years, 2007)
- EDEC 538 (3) The Development of Language and Thinking in Infancy through Middle Childhood (offered Spring of even numbered years, 2006)

PLUS

Electives (6 units)

At least two courses in the areas of Special Education, Curriculum Teaching and Learning, Reading and Language, and/or special topics ECE-MA courses as offered will be chosen in consultation with the ECE Advisor and the Graduate Advisors of the above mentioned areas. Some examples of course options are:

SPECIAL EDUCATION:

- EDSP 422 Collaborative Partnerships in Special Education
- EDSP 423A Assessment, Curriculum and Instructional Strategies
- EDSP 432 Designing Inclusive Environments in Early Childhood Education

CURRICULUM TEACHING AND LEARNING:

- EDCT 585 Curriculum Development: Theory, Practice and Evaluation
- EDCT 586 Teaching and Learning: Research and Application in the Classroom

READING AND LANGUAGE

- EDRL 507 Research in Language and Literacy
- EDRL 521A Language Development in First and Second Languages
- EDRL 524 Literature and Literacy

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Educational Leadership

Overview of the Program

The Administrative Services Credential Programs (Preliminary Administrative Services, Professional Administrative Services, or Preliminary Intern Credential) are designed collaboratively by SSU faculty and local school administrators to prepare graduates for positions of leadership in P-12 education institutions. All students are admitted starting in the fall of each academic year.

The courses in the preliminary administrative services credential program may be applied to the educational leadership program area of concentration for the M.A. Degree in Education. This course of study is set up to be a strong learning community. Each student stays with his/her cohort for the entire program. EDEL 580A is the first class taken in August and EDEL 580B is the last class taken the following June.

The Professional Administrative Services Program is for practicing administrators who have completed the Preliminary Administrative Services Program, and these units are not typically used in an M.A. Program as an area of concentration.

EDUCATIONAL LEADERSHIP COURSEWORK (18 UNITS)

Preliminary Administrative Services Credential Courses:

All of the following course must be completed for this credential, and there are no elective courses offered. A maximum of 18 of the following units may be applied to the Educational Leadership program area of concentration for the M.A. degree.

EDEL 580A Educational Leadership and School Management (3 units)

EDEL 580B Educational Leadership and School Management (3 units)

EDEL 581 Management of Educational Personnel: Policies and Procedures (3 units)

EDEL 582 Educational Policy and Politics (3 units)

EDEL 583 School Law (3 units)

EDEL 588 Educational Curriculum, Instruction, and Program Assessment (3 units)

EDEL 589 Leadership with Diverse Populations (3 units)

EDEL 587 Field: Experiences in Administration (3 units per semester for two semesters [taken credit/ no credit and not usually applied to the M.A.]

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NOTE: It is best that candidates take EDUC 570 before the cohort program begins. All other M.A. core courses should be taken after completing the credential classes.

Advising Procedure

The faculty cohort leader for each cohort is the M.A. advisor for everyone in that cohort. The cohort leader will be the candidate's advisor until the chair of the candidate's committee is selected.

Requirements for Admission

In addition to the general admission requirements of advanced credential programs, Preliminary Administrative Services Credential candidates must:

Verify three years of appropriate full-time experience from their educational employer.

Secure favorable recommendations from two school administrators indicating possession of administrative and leadership potential and demonstrated leadership experience.

Submit evidence of successful passage of CBEST before or within the first semester of program coursework.

For information please contact either:

School of Education Office (707-664-3115)

Department of Educational Leadership and Special Education (Stevenson Hall 1078):

707-664-4203

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Reading and Language Education

Overview of the Program

The School of Education offers three graduate programs in Reading and Language—an M.A. degree and two programs leading to state licensure:

1. Master of Arts in Education with a concentration in Reading and Language
2. Reading and Literacy Added Authorization
3. Reading and Literacy Leadership Specialist Credential

All courses in the two state-approved licensure programs may be applied to the MA degree.

Reading and Language Masters Degree

This program is designed to prepare teachers for specialized teaching of reading and language arts to diverse populations of students and for curriculum and instructional leadership in the field of language and literacy. Required coursework focuses on the nature of literacy development at all levels, research and theory in teaching reading and writing, and the improvement of classroom curriculum and methods that emphasize the relationship of literacy to language and concept learning.

NOTE: Students who wish to pursue an MA degree AND a Reading and Literacy Added Authorization and/or a Reading and Language Arts Leadership Specialist Credential may complete programs concurrently.

Program Concentration Coursework – 30-36 Units

Reading/Language Core (9 units in EDRL courses)

- 507 Research in Language and Literacy (3)
- 521A Language Development in First and Second Languages (3)
- 522 Assessment & Teaching in Reading (3)

Electives (9 units)

- Supportive coursework may include Reading Certificate courses or study in other approved areas such as English as a second language, curriculum, early childhood education, the arts.

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Reading and Literacy Added Authorization

The Reading and Literacy Added Authorization program prepares individuals to take a leadership role at the school site and emphasizes work with students who experience difficulties with reading. Reading and Literacy Authorized teachers assist and support other classroom teachers, assess student progress, and monitor student achievement while providing instructional and intervention services. They also play a consultative role in materials and program selection at the district and may take leadership responsibilities at their school site.

The Authorization is the first tier of a two-level state license in the area of reading and language arts. Teachers completing the Reading and Literacy Added Authorization program are encouraged to continue to earn the Reading and Language Arts Leadership Specialist Credential.

NOTE: Students who wish to pursue an MA degree AND a Reading and Literacy Added Authorization and/or a Reading and Language Arts Leadership Specialist Credential may complete programs concurrently.

Program Prerequisite

A basic teaching credential is required for admission

Authorization Prerequisite

Applicants for the Reading and Literacy Added Authorization must provide verification of a minimum of three years of teaching experience. You may enter this licensure program with less experience, but you must have completed three years by the time you submit your application to the state.

EDRL Program Coursework – 15 Units

BLOCK 1 DEVELOPING A PERSONAL MODEL OF LITERACY — SPRING

Integrated investigation of literacy research, theories, beliefs and practices aimed at developing a working understanding and reflective stance for each of these themes through in-depth case studies of English learners. Candidates examine and understand the nature of fluent reading and comprehension, assessment approaches, planning and delivery of reading intervention and instruction, and best practices in assisting classroom teachers of English only and English learners. Focused field experiences and assessment that leads to purposeful reading instruction permeate this block.

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521A Language Development in First and Second Languages (3)

522 Assessment & Teaching in Reading (3)

READING AND WRITING WORKSHOP — SUMMER

Certificate candidates assess and teach public school students in a summer program for literacy improvement and enrichment in a supervised clinical setting. Candidates deepen their knowledge of reading and language arts assessment, intervention and instructional strategies, in collaboration with and under the supervision of clinical faculty, university faculty and Reading and Language Arts Specialist Credential candidates.

527A Clinical Field Experience (3)

BLOCK 2 DEVELOPING A PROFESSIONAL MODEL OF LITERACY — FALL

Investigation of literacy research, theories, beliefs and practices in teaching reading and writing, designed to produce a professional knowledge base for each of these themes. Candidates develop a comprehensive set of strategies for promoting fluent reading and comprehension, planning and delivery of literature-based reading curriculum, and assessment-based intervention and instruction. Candidates are prepared for literacy and language arts leadership roles at the school level.

521B Reading & Language Arts in First and Second Languages (3)

524 Literature and Literacy (3)

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Reading and Literacy Leadership Specialist Credential

The Reading and Language Arts Leadership Specialist Credential is the second tier of a two-level state license in the area of reading and language arts. This program prepares individuals to work with students in various settings and to perform multiple roles at the district or school level, including assisting and supporting classroom teachers in appropriate assessment and instruction of reading and writing for all students across all grade levels. The R/LL Specialist may also

- Provide direct services to students to help them attain independence in reading and writing
- Do demonstration teaching and curriculum planning for groups and individuals
- Organize and manage language arts programs
- Assess teaching strategies to assist teachers in creating a literacy learning environment
- Provide leadership in materials, textbook, and program selection
- Plan and conduct in-service professional development activities for teachers, administrators, school board members, parents and members of the community

NOTE: Students who wish to pursue an MA degree AND a Reading and Literacy Added Authorization and/or a Reading and Literacy Leadership Specialist Credential may complete programs concurrently.

Program Prerequisite

All Reading and Literacy Added Authorization courses (15 units) including Added Authorization prerequisites

Specialist Credential Prerequisite

Applicants for the Reading and Literacy Leadership Specialist Credential must provide verification of a minimum of three years of teaching experience. You may enter this licensure program with less experience, but you must have completed three years by the time you submit your application to the state.

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Continued investigation of literacy research, theories, beliefs and practices aimed at developing thorough understanding and a reflective stance for each theme. Candidates examine and critique research-based curricular practices and assessment approaches in professional literature and field settings.

523 Curriculum Development for Literacy (3)

529 Evaluation in Reading & Language Arts Programs (3)

Reading and Writing Workshop — Summer

Specialist Credential candidates supervise RL Added Authorization candidates in assessment and intervention strategies with public school students of diverse reading abilities and backgrounds. Specialist candidates also demonstrate effective teaching of struggling readers, conduct clinical conferences, review clinical reports, and monitor overall clinical experiences under supervision of university faculty.

527B Advanced Clinical Field Experience (3)

BLOCK 4 DEVELOPING PROFESSIONAL LITERACY MODELS — FALL

Advanced and intensive investigation of literacy research, theories, beliefs and practices. All coursework and field experiences are aimed at articulating a professional knowledge base for each theme. Candidates critique research into reading and writing for diverse student populations, conduct their own literacy studies and focused field experiences to hone their leadership skills for assisting classroom teachers and other educational professionals with literacy education.

507 Research in Language and Literacy (3)

525 Leadership & Policy in Literacy Programs (3)

Application Procedures

You must apply separately to the University and to the School of Education.

University applications are available from the www.csummentor.edu and program applications at the School of Education website at www.sonoma.edu/education Acceptance into a graduate program in Education is dependent on acceptance to the University.

Please submit the following materials to the Credentials Office in the School of Education:

1. A completed program application form.

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2. *Official* transcripts from each college or university you have attended.

For the MA, submit one set of transcripts.

For the Reading and Literacy Added Authorization and the R/LL Specialist Credential, submit two sets.

[Grade-point average requirements: cumulative upper division/graduate 3.0; Education 3.0]

3. A copy of your valid California teaching credential.
4. Two recent letters of reference that address your qualifications as a professional educator and the likelihood of your success in advanced academic coursework.
5. A completed Fieldwork Background sheet documenting the range of your experiences in teaching reading. (See attached.)
6. A Professional Goals Statement that includes a reflection on your teaching experiences and your vision of how graduate study will contribute to your professional goals. Your response will be evaluated on the organization and clarity of your ideas and the appropriate use of written English language conventions. (See attached.)

NOTE: At the time of *completion* of the Reading and Literacy Added Authorization and/or the R/LL Specialist Credential (but not the M.A.), you must provide verification of a minimum of three years of teaching experience. You may enter these licensure programs with less experience, but you must have completed three years by the time you submit your application to the state.

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Special Education

Overview of the Program

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

In addition to the M.A. core curriculum, M.A. candidates in Special Education will complete the Professional Level II coursework (9-12 units) as well as relevant elective coursework in consultation with their assigned M.A. advisor (units vary depending upon the M.A. pathway they select).

Level II Education Specialist Candidates Pursuing an M.A. in Special Education

Currently, all Professional Level II Education Specialist core courses (EDSP 512, 513, 514 & 515) can be applied toward the Special Education concentration of the M.A. degree program. Please refer to the University catalog for a listing of the current courses offered. Qualified M.A. applicants in Special Education may enter in fall or spring semesters. Level II candidates who are concurrently accepted into the M.A. program would have the option of beginning the M.A. core curriculum during the first semester of their Level II course of study or waiting until after they have completed a portion of the Level II program. Candidates, however, are strongly encouraged to take the initial M.A. core course (EDUC 570) early in their preparation and to prepare a course of study integrating both the Professional Level II coursework with the M.A. core curriculum.

Non-Professional Level II Candidates Pursuing an M.A. in Special Education

Qualified applicants to the M.A. program in Special Education may be accepted in both fall and spring semesters. Candidates from other programs seeking an M.A. in Education with a concentration in Special Education are expected to complete three or four courses in the Professional Level II program (EDSP 512, 513, 514 & 515), although they are not expected to formally enroll in the Professional Level II program in pursuit of this advanced credential. Priority for enrollment in all Level II programs is given to candidates seeking the Professional Level II credential. Therefore, consent of the instructor is required before outside candidates may enroll in any Level II course.

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Special Education Program Concentration Coursework (9-12 units)

Candidates must apply 9-12 of these units toward their M.A. degree.

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

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

EDSP 514 (3 units): Advanced Communication, Collaboration, & Consultation in Special Education

EDSP 515 (3 units): Advanced Legal Issues in Special Education

Electives (6-18 units)

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

Advising

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

Professional Portfolio

All Level II Education Specialist credential students are required to develop and maintain a Professional Portfolio in the Level II program. This portfolio is a continuation of the Preliminary Level I Program Portfolio that is based on the California Standards for the Teaching Profession. In addition, all M.A. candidates are required to prepare an M.A. portfolio throughout their course of study. Although the focus of each portfolio is different, there is some overlap given they both include professional writing samples and a record of the students' professional reflections of the impact of their graduate study on their educational practice. Level II students, therefore, will include entries from their M.A. Portfolio in their Level II Portfolio. Candidates outside the Level II program will review the portfolio requirements with their M.A. advisor to determine the purpose and focus of their M.A. portfolio

For more information, please contact either:

School of Education Office (664-3115)

Department of Educational Leadership and Special Education at (707) 664-4203

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Teaching English to Speakers of Other Languages (TESOL)

Overview of the Program

A Master of Arts in Education with a concentration in TESOL provides advanced education in the theories, research, and practices for teaching English language learners in K-12 settings as well in adult education settings such as community colleges. The concentration will also prepare candidates to teach English abroad and for doctoral studies in related fields in Education. Courses in the concentration can be used to apply for a TESOL certificate and to meet the requirements for the CTEL authorization from the California Commission on Teacher Credentialing.

Prerequisite:

Two years of university foreign language study or equivalent

Co-requisite:

A general linguistics course, such as English 341

TESOL Concentration Coursework (18 units):

- EDTE 540 Theories and Research in Second Language Acquisition
- EDTE 541 Advanced Pedagogical Grammar for Teaching ESL/EFL
- EDTE 542 Teaching Multilingual Writers
- EDTE 543 Practicum in Teaching English as a Second Language
- EDTE 544 Advanced Methods of Teaching ESL/EFL
- EDTE 545 Special Topics in ESL/EFL

ELECTIVES (6 UNITS FOR COGNATE PATHWAY)

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Important University Policies for Graduate Students

Graduate courses are valid for seven years. Coursework which is more than seven years old may not be used toward the degree unless it is validated through examination or comparable experience. The department will determine whether sufficient cause exists to warrant the re-validation; if not, the coursework must be retaken or new coursework substituted. Seven years is computed as 14 semesters, not 15 semesters.

Eight to 12 units of graduate-level coursework is considered a full-time load. However, students may take up to 15 units without special authorization. Graduate students wishing to take over 19 units must have the endorsement of the department and the approval of the Director of Academic Programs and Graduate Studies.

You have four semesters after taking your final course (EDUC 572 or EDUC 573 or EDUC 599) to complete your culminating MA thesis or project or exam. A grade of RP (Report in Progress) is awarded to students who do not finish their culminating project during the semester of enrollment in the corresponding course. The RP grade will remain until the student submits the thesis or project or individualized exam for review. Students may petition the Graduate Studies Office for a one-semester extension of time with appropriate reasons. These petitions must be filed before the expiration of the four-semester time limit. Students who do not complete the culminating activity in a timely fashion may be required to re-enroll in thesis or project units, and in some cases re-apply to the university and to the program. **No more than a total of 6 semester units are allowed in EDUC 572 or EDUC 573 or EDUC 599.**

Courses used toward completion of one degree (BA or previous MA) may not be applied toward completing another degree.

No fewer than one-half of the total units required shall be in graduate (500 level) coursework.

If you are not enrolled in classes for more than one semester, you will likely have to reapply to the University and possibly to the specific program within the School of Education. Check with Admissions and Records to see whether you are still “in the system.” Check with your advisor in the School of Education to see if you need to reapply to the School of Education.

Courses taken through Extended Education services at any university **cannot** be applied toward an MA degree unless the courses were awarded graduate level credit by the university where the courses were taken.

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Forms

The following Graduate Studies forms can be downloaded and printed from the

[School of Education website:](#)

General Forms

[M.A. Degree Program Plan](#)

[Advancement to Candidacy Meeting Evaluation Rubric](#)

[Cognate Signature Form](#)

Advancement to Candidacy

[GSO1 \(Advancement to Candidacy\)](#)

Human Subjects Protocol

[IRB Human Subjects Application](#)

Program Completion

[GSO2 \(Completion of Requirements\)](#)

[Application for Award of Master's Degree](#)

[Individualized Examination Signature Form](#)

[Cognate Review Form](#)

[Thesis Review Form](#)

[Project Review Form](#)

[Individualized Exam Review Form](#)

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