

EDUCATION: LITERACY STUDIES AND ELEMENTARY EDUCATION (LSEE)

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Programs Offered

The Department of Literacy Studies and Elementary Education offers the following credentials: Multiple Subjects, Multiple Subjects Bilingual (Spanish), Multiple Subject Ukiah Outreach, Early Education Emphasis Certificate (an advanced University-based certificate), M.A. in Education with an emphasis in Reading and Language Education, Reading Certificate (an advanced credential), and Reading and Language Arts Specialist Credential, M.A. in Education with an emphasis in Early Childhood Education.

The goal of the Department of Literacy Studies and Elementary Education is to prepare teachers to play a vital role in California public schools. The diversity of our school population in terms of culture, social class, gender, language, and race is a significant focus of our course work and field experiences.

The University and the school districts within our service area view teacher education as a shared responsibility. The University provides a broad base of information about research and theory necessary for teaching, while school districts provide the classrooms for field experiences and student teaching. Collaboration between University-based teacher educators and school district teachers provides a strong foundation for the program's goal of excellence.

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.

Multiple Subject Teaching Credential Programs

This credential authorizes the holder to teach in a self-contained classroom preschool through grade 12. It is most frequently used for teaching in elementary classrooms and early childhood settings.

Undergraduates interested in pursuing the Multiple Subject Credential may select from among the approved teaching credential subject matter preparation programs within the following departments:

Chicano and Latino Studies (CALS)
Nichols Hall 214, (707) 664-2369

Environmental Studies
Rachel Carson Hall 18, (707) 664-2306

Hutchins School of Liberal Studies
Rachel Carson Hall 44, (707) 664-2419

American Multicultural Studies
Nichols Hall 214, (707) 664-2486

Multiple Subject Program

The Multiple Subject offers a 12-month program that includes two academic semesters with the opportunity to take co-requisite courses in the summer session.

The Multiple Subject Program is based on the belief that learning to teach requires building a professional knowledge base honed by practice in varied classroom settings. Thus, our curriculum integrates course work with field study in order to develop practical theory and to promote collaboration between the University and the public schools. The Multiple Subject Program prepares candidates to provide instruction for English language development and academic language.

The Multiple Subject emphasis prepares candidates to teach in self-contained classrooms with significant populations of students who are learning English as a second language in grades K-12. This program prepares candidates to provide instruction for language development and subject matter content in English. Because self-contained classes are located primarily in elementary schools, professional course work and field experiences focus on elementary classrooms.

The basic authorization to teach in the California public schools requires the following:

1. Possession of a bachelor's degree;
2. Completion of CBEST;
3. Successful 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;
4. Completion of CSET: Multiple Subjects exam; and
5. Certificate of Clearance.

Completion of the requirements listed above will allow an individual to obtain a preliminary basic teaching credential.

Note: Contact the Credentials Office for the latest information regarding legislative changes in the basic credential programs. Students should consult with the Credentials Office and the program advisor during their first semester on campus if they plan to pursue a credential.

Requirements for Admission to the Multiple Subject Credential Program

The following information applies to individuals applying to become a credential candidate in either Multiple Subject or Multiple Subject with BCLAD emphasis. The procedures for applying to the Intern program can be obtained by contacting the Credentials Office.

Multiple Subject candidates are admitted in fall or spring. All candidates must complete the following before admission to the program:

1. Admission to the University;
2. Proof of application to the University with your program application;
3. Grade point average of 2.75 in upper-division and/or graduate course work or a 2.67 overall grade point average;
4. Completion of CBEST;
5. A minimum of 45 hours of documented, pre-program field experience. (Please see Prerequisite Field Experience Requirement Documentation form for details.);
6. Filing of the application for a Certificate of Clearance, including fingerprinting;
7. TB test clearance;
8. Successful completion of an admissions interview;
9. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made through evaluation of interviews, letters of recommendation, and candidates' professional goals statements; and
10. Submission of scores for the *California Subject Examinations for Teachers* or CSET exam.

NOTE: Passing the CSET Multiple subjects subtest I, II, and III is required to enter the Multiple Subjects credential program.

The CSET should be complete at the time of admission to the program. The requirement is not considered complete until the passing scores of all Multiple Subjects subtests of the CSET exam are received. See the CSET exam information and registration guide, <http://www.cset.nesinc.com/>. Contact the Credentials Office for information about the latest test date that will be acceptable for the semester in which you are applying. Even if you request scores to be sent to the University directly from the testing company, also submit a photocopy of scores directly to the Credentials Office.

PLEASE NOTE: If you have not passed all three subtests of the CSET prior to full admission into the Multiple Subjects Program, you can A) petition to be admitted under our special admissions policy, or B) request to be admitted as a Pre-Credential student to take prerequisites to the program. For more information on these options, please e-mail the Credentials Office at credentials.office@sonoma.edu.

The Credentials Office provides information regarding standards and dates for application to programs in the School of Education. Some candidates may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such candidates have compensating strengths in other required areas.

Additional program-specific admission requirements are listed with each program description.

NOTE: A Pre-Credential Track is available for all applicants who are currently working on CSET completion.

Continuation in Basic Teaching Credential Preparation Programs

1. All education students are required to meet each semester with an education advisor.
2. Students must successfully complete all requirements for each program phase, including course work, fieldwork, student teaching portfolio, and any statutory requirements 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-, D, or F 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 Department Chair 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.

SB2042 Multiple Subject Program Courses

The Department of Literacy Studies and Elementary Education offers a **Multiple Subjects Emphasis Certificate** providing professional preparation for aspiring teachers to play a vital role in California public schools. The diversity of our school population in terms of culture, social class, gender, language, and race is a significant focus of our course work and field experiences. Upon completing the program, candidates will have both breadth and depth of knowledge about teaching and learning, and candidates will be capable of making informed decisions in diverse settings. The design of Sonoma State University's Multiple Subjects Professional Teacher Preparation Program is based on models of learning, human development, and interaction supported by current policy, research and practice. The program is developmental and sequential.

Prerequisites And Corequisites

The prerequisites/corequisites are offered in the summer and can be taken before admission into the program or any time after program admission.

EDUC 417 School and Society, or approved alternative	3
EDMS 420 Child Development in Family, School, and Community	3
EDMS 470 Multicultural Pedagogy	3
Total Prerequisite units for all M.S. Programs	9

Phase I

All Phase I courses require admission to the multiple subject program or the special education program. Courses are grade only.

EDMS 411 Second Language Pedagogy	3
EDMS 463 Teaching Reading & Language Arts to Beginning Learners	3
EDMS 474 Teaching Mathematics in the Elementary School	3
EDMS 475 Teaching Science in the Elementary School	3
EDMS 476F Participant Observation	3
EDMS 476S Participant Observation Seminar	2
Total Phase I units	17

Phase II

EDMS 464 Teaching Reading to Older and Struggling Readers	2
EDMS 471 Teaching Social Science in a Multicultural Society	2
EDMS 482F Student Teaching and Seminar	10
EDMS 482S Student Seminar Concurrent with 482F	2
Total Phase II units	16
Total Program	33

SB2042 Multiple Subjects Bilingual Program Courses

English language development and bilingual teachers are now central to staffing California's schools. With the introduction of a combined Bilingual Cross-cultural Language and Academic Development credential, many more teachers will enter the profession with the basic knowledge necessary to meet the needs of California's diverse student population. The program at Sonoma State has a Spanish language emphasis reflecting the demographics of Sonoma State University's service area. The program authorizes the candidate

to provide instruction for English language development, specially designed content instruction delivered in English, primary language development, and content instruction delivered in Spanish.

The Department of Literacy Studies and Elementary Education offers a **Bilingual Spanish Emphasis Certificate** providing professional preparation to teach kindergarten through grade 12 in self-contained Spanish bilingual programs. Candidates must fulfill all the same program admission requirements and demonstrate proficiency in the target language for which they seek authorization (Spanish) by taking a target language assessment test that will assess the candidate's ability in listening, comprehension, speaking, reading comprehension and fluency, and grammar and writing. The criterion for entry into the program prior to admission in all of the areas above is 2.5 or better on the Foreign Service Institute (FSI) scale (or equivalent). The criterion for exit and final authorization is FSI 3.0 prior to full-time student teaching.

SSU SB2042 MS/Bilingual

Prerequisites or Corequisites

1. Foundations of Education: Child Development School and Society

Required Courses(s):

EDUC 417: School and Society or LIBS 312: Schools in American Society (Hutchins waiver program)	3
EDMS 420: Child Development in the Family, School, and Community	3
EDMS 470: Multicultural Pedagogy	3
CALS 451: Chicano/Latino Humanities	4

2. A basic understanding of issues related to bilingual education

Required Courses(s):

Content infused in EDUC 417 or LIBS 312; infused also in EDMS 411, EDMS 471, and EDMS 480B (Phase I); infused also in EDMS 464 and EDMS 482S (Phase II)

Alternative course work will be reviewed for equivalence.

3. Knowledge of the target culture

Recommended Courses(s):

Content also infused in EDMS 480B: Integrated Spanish Bilingual Curriculum in the Elementary Classroom	2
Alternative course work will be reviewed for equivalence.	

4. Language qualifications

Phase I

EDMS 411 Teaching Second Language Learners	3
EDMS 463 Teaching Reading and Language Arts to Younger Students	3
EDMS 474 Mathematics in the Elementary School	3
EDMS 475 Science in the Elementary School	3
EDMS 476F Participant Observation—Bilingual Placement	3
EDMS 480B Integrated Spanish Bilingual Curriculum in the Elementary Classroom	2

Phase II

EDMS 464B Teaching Reading and Language Arts to Older Bilingual Students and Struggling Readers	2
EDMS 471 Teaching Social Studies in a Multicultural Society	2

EDMS 482F Student Teaching—Bilingual Placement	10
EDMS 482S Student Teaching Seminar (BCLAD emphasis)	2
Total	33

Notes

1. Classes are integrated with MS general and bilingual students unless otherwise noted.
2. Bilingual candidates must achieve a 2.5 FSI in Spanish prior to Phase I; 3.0 FSI prior to Student Teaching and award of the credential.

Multiple Subjects Intern Program

Student teaching while employed in a school program is permitted, contingent upon approval of the Multiple Subjects chairperson and the intern coordinator. The intern coordinator is available to assist prospective interns in each of the following application and program steps.

Intern Process

As part of the approval process a student must be:

- Formally admitted to the University;
- Formally admitted to the Multiple Subject Program; and
- In good academic standing.

An application, initiated by the student, must be made to the chairperson and must include:

- Name of the school site person responsible for supervising the student teacher in the classroom;
- Statement of expected competencies, as outlined in the *Handbook*, the criteria for their demonstration, and a time commitment of no less than that of a non-paid student teacher;
- Definition of the role and responsibilities of the University supervisor, the student teacher, and the site supervisor (in lieu of the mentor teacher) as outlined in the *Handbook*; and
- Calendar of formal evaluation to be carried out jointly by the University supervisor, the school-site supervisor, and the student.

Recommendation of the individual who is student teaching in a paid situation is not automatic; all appropriate standards as outlined in the *Handbook* must be met before the credential will be recommended.

Early Childhood Programs

The Department of Literacy Studies and Elementary Education offers a **Master of Arts in Education with Concentration in Early Childhood Education** and an **Early Education Emphasis Certificate**. Candidates may also apply Child Development courses to the

Child Development Permit matrix currently in effect for California state-funded preschool and school-age children certification. Please contact the Early Childhood Education Advisor for more information on the Permit and the Certificate.

Master of Arts in Education with Concentration in Early Childhood Education

The Master of Arts degree in Education offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in schools and other educational settings. The program, a minimum of 30 units, provides for areas of concentration in educational administration; curriculum, teaching, and learning; early childhood education; reading and language; and special education. Students must maintain a 3.00 grade point average in all course work in the approved master's degree program.

The Early Childhood Education Concentration is designed to prepare teachers and educators to work in public school and community-based programs that serve children from infancy through third grade (ages birth to age eight), and to take leadership roles in the field of early childhood education. Required coursework focuses on working with diverse families and young children and with 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. 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.

Prerequisites for the M.A. Program

1. A bachelor's degree from an accredited institution; and
2. 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.

Procedures for Applying to the M.A. Program

1. Apply to the University as a graduate student;
2. Apply to the School of Education;
3. Submit the following:
 - a. Completed application form;
 - b. Official or unofficial transcripts (1 set from each institution listed on page 5 of the application form);
 - c. A photocopy of any valid California teaching credentials or permits, if appropriate. No teaching credential is required for the MA degree. A B.A. or B.S. degree is required;
 - d. Proof of at least one year of experience of working or volunteering in an early education setting;

- e. Successful completion of at least one course in Child Development (minimum grade B);
- f. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted);
- g. A professional biography (300 words approximately) which includes:
 - i. A synopsis of experiences in education or related fields;
 - ii. A narrative statement of career goals and of how the degree will contribute to goals; and
- h. Documentation of University Admission or Application.

Requirements for the M.A. in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30- 36 units of upper-division and 500-level courses, as follows:
2. At least one-half of the units in 500-level courses;
3. Not more than 9 semester units of transfer and/or extension credit;
4. Filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project; and
5. Completion and final approval of EDUC 598 (M.A. Thesis or Project Seminar) and completion and final approval of a (i) thesis, curriculum project, or creative project; (ii) Cognate Project; or (iii) Individualized Examination.

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

Pathways to Program Completion

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

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, most closely with the committee chair, to complete a culminating activity 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 students' program area of concentration and 12 units of

core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (Developing a Thesis/Project) and 599 (Supervised Study for the Thesis/Project) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum.

Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program. The cognate project (e.g., portfolio, professional article, video, website, or field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (Supervised Study for the Individualized Examination) as their final course in the M.A. program. The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the

student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

The Program Portfolio

In order to advance to candidacy, all students must complete a program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting in which 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; and
- 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; and
- Filing of Advancement to Candidacy form with School of Education Director of Graduate Studies.

Program Coursework: 30-36 units

The total number of units of the program varies from 30 to 36 semester units, depending on the Culminating Path selected by the students. The following is a list of the courses ECE M.A. candidates take.

Education Core (6 units in EDUC courses)

EDUC 570 Reflective Educator (3)

EDUC 571 Research Paradigms in Education (3)

Master's Degree Culminating Paths (6-12 units)

Students select one of the following three paths:

1. Thesis (6 units)

a. EDUC 598 Developing a Thesis Project (3)

b. EDUC 599 Supervised Research for the Thesis/Project (3)

2. Individualized exam (9 units)

a. EDUC 573 Supervised Study for the

Individualized Examination (3)

b. Two other courses

3. Cognate (12 units – may include Specialist Credential coursework)

a. EDUC 572 Supervised Study for the Cognate (3)

b. Three other courses

Required Core Courses in Concentration (12 units)

EDEC 531 (3) The Role of Play in Development and Learning (offered Fall of odd numbered years)

EDEC 532 (3) Social-Moral Development in Childhood (offered Fall of even numbered years)

EDEC 537 (3) Authentic Assessment in Preschool and Primary Programs (offered Spring of odd numbered years)

EDEC 538 (3) The Development of Language and Thinking in Infancy through Middle Childhood (offered Spring of even numbered years)

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 430 Special Education for Teachers

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

Reading and Language Programs

The Department of Literacy Studies and Elementary Education offers three graduate programs to support in-depth exploration of language development, literacy learning, and teaching. The programs feature hands-on experiences that are immediately applicable in the classroom. Many of our students earn a state license and a master's degree simultaneously. Please explore our site at www.sonoma.edu/lsee/reading/index.html.

The Department of Literacy Studies and Elementary Education is dedicated to excellence in the preparation of teachers and the ongoing professional development of practicing teachers in the areas of bilingual education, and reading and language arts education. Our programs are based on sound educational practice, current research knowledge, sensitivity to the needs of K-12 education, appreciation for diversity, and respect for all learners.

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, the University website, and the School of Education's current program brochures and policy statements.

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.

Reading Programs

The Department of Literacy Studies and Elementary Education offers graduate programs in reading and language including the master's degree with an emphasis in Reading and Language; the Reading Certificate; an advanced credential; and the Reading and Language Arts Specialist Credential. Many students earn a state license and a master's degree simultaneously. These programs may be taken individually or candidates may complete the M.S. degree program and the Reading Certificate/Reading and Language Arts Specialist Credential simultaneously.

Master of Arts in Education with Concentration in Reading and Language

The M.A. degree program in Education offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in the schools. The program, a minimum of 30 units, provides for areas of concentration in educational administration; curriculum, teaching, and learning; early childhood education; reading and language; and special education.

Students must maintain a 3.00 grade point average in all coursework in the approved master's degree program as well as all coursework taken subsequent to admission in conditionally classified standing.

For more information, refer to the section on graduate degrees.

Prerequisites for the Reading and Language Graduate Programs (M.A.; Reading Certificate; Reading and Language Arts Specialist Credential)

- A bachelor's degree from an accredited institution; and
- 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.

Procedures for Applying to the Graduate Program

- Apply to the University as a graduate student;
- Apply to the School of Education;
- Submit the following:
 - A professional goals statement;
 - One set of official transcripts;
 - One photocopy of a valid basic teaching credential (except where otherwise noted); and
 - Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Requirements for M.A. Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations;
- Presentation and approval of program portfolio; and
- Filing of Advancement to Candidacy form with School of Education graduate director.

Requirements for the M.A. in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

- Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - At least one-half of the units in 500-level courses; and
 - Not more than 9 semester units of transfer and/or extension credit.
- Filing of an Advancement for Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project; and
- Completion and final approval of EDUC 572, 573 or 598/599 and completion and final approval of a cognate, individualized examination, thesis, curriculum project, or creative project.

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

The M.A. Program Portfolio

Throughout their entire M.A. course of study, graduate students work on a reflective program portfolio. The portfolio addresses the following questions: Who am I in the context of the profession of education at this time in my personal and professional history and in the cultural context in which I live and learn? Under what conditions do I feel respected and engaged as a learner? What ideas have shaped and will impact my practice and my beliefs about education? What ideas, issues, and topics interest me as possible areas for in-depth inquiry?

Students will construct and review their program portfolios as an ongoing requirement for the graduate core courses. Presentation of the program portfolio is required for advancement to candidacy.

Reading and Language Master's Degree Program

The Reading and Language concentration is designed to prepare teachers for specialized teaching of reading and language arts and for curriculum and instructional leadership in the field of language and literacy. Required course work focuses on the nature of literacy development and the improvement of classroom curriculum and methods that emphasize the relationship of reading to other language and concept learning.

Program Coursework: 30-36 Units

Reading/Language Core Courses (9 Units)

EDRL 507 Research in Language and Literacy	3
EDRL 521A Language Development in First and Second Languages	3
EDRL 522 Assessment and Teaching in Reading and Language Arts	3

Education Core Courses (9-12 units)

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

Thesis Path (30-unit course of study, including 18 units in the student's program area, 12 units of core courses):

EDUC 598 Developing a Thesis/Project	3
EDUC 599 Supervised Research for Thesis/Project	3

Cognate Path (36-unit course of study, including 18 units in the student's program area, 9 units of core courses, and a 9-unit cognate course of study):

EDUC 572 Supervised Study for the Cognate Project	3
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Individualized Exam Path (33-unit course of study, including 18 units in the student's program area, 9 units of core courses, and 6 units of elective courses):

EDUC 573 Supervised Study for the Individualized Examination	3
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Supporting Course Work (9 Units)

The M.A. in reading/language education allows you to take 9 elective units (three courses, typically) in the reading/language project or in other approved areas, such as bilingual education, curriculum, ESL, and early childhood education.

If you have attended the California Reading and Literature Project Summer Institute, or if you would be interested in doing so after enrolling in the program, 3 credit units can be applied to the M.A. in Reading/Language.

Students who wish to pursue a Reading Certificate and Reading/Language Arts Specialist Credential and an M.A. degree in Reading and Language Education may complete the programs concurrently.

Pathways to Program Completion

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

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, most closely with the committee chair, to complete a culminating activity 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 students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (Developing a Thesis/Project) and 599 (Supervised Study for the Thesis/Project) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program.

The cognate project (e.g., portfolio, professional article, video, website, or field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elec-

tive courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (Supervised Study for the Individualized Examination) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

Reading Certificate Program

The Reading Certificate prepares individuals to take a leadership role at the school site and emphasizes work with students who experience difficulties with reading. Reading Certificate teachers assist and support other classroom teachers, assess student progress, and monitor student achievement while providing instruction and intervention. They also play a consultative role in materials and program selection at the district and may take leadership responsibility within the more limited realm of the school site. The Certificate is the first part of a continuum of services to students and teachers in the area of reading and language arts. Teachers completing the Reading Certificate Program are encouraged to continue to earn the Reading and Language Arts Specialist Credential (currently under review by the California Commission on Teacher Credentialing).

Program Prerequisite

A basic teaching credential is required for admission.

Reading Certificate Prerequisite

Three years of teaching experience is required for awarding of the Reading Certificate.

Block One: Developing a Personal Model of Literacy

Spring

Integrated investigation of Literacy Research/Theories/Beliefs/Practices aimed at developing a working understanding and reflective stance for each of these themes through in-depth case studies of English language learners. The breadth and depth of the themes ensure that 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 language learners. Focused field experiences and assessment that lead to purposeful reading instruction permeate this block.

EDRL 521A Language Development in First and Second Languages	3
EDRL 522 Assessment and Teaching in Reading and Language Arts On-Campus Reading and Writing Clinic	3

Summer

Public school students attend SSU for reading improvement and enrichment in a supervised clinical setting. Certificate candidates assess and teach these students, deepening 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 candidates.

EDRL 527A Clinical Field Experience in Reading and Language Arts	3
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Block Two: Developing a Professional Model of Literacy

Fall

Investigation of research/theories/beliefs/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.

EDRL 521B Reading and Language Arts in First and Second Languages	3
EDRL 524 Literature and Literacy	3

Reading and Language Arts Specialist Credential

All teacher preparation institutions in California were provided with new program standards for the Reading and Language Arts Specialist Credential by the California Commission on Teacher Credentialing. The newly designed SSU Specialist program is currently under review by the Commission. Contact Paul Crowley, Reading and Language Program Advisor, for information regarding the status of the program's approval.

The Reading and Language Arts Specialist Credential prepares candidates to work with students in various settings and to perform multiple roles, including assisting and supporting classroom teachers in the appropriate assessment and instruction of reading and writing for all students across all grade levels. The specialist may also:

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

Credential prerequisite requirements: All reading certificate courses including certificate prerequisites

Block Three: Developing Research-Based Literacy Theory

Spring

Continued investigation of research/theories/beliefs/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. Topics include: fluent reading; comprehension, planning, and delivery of literacy curriculum; intervention strategies; best practices in assisting classroom teachers; and assessment that leads to purposeful reading and writing instruction.

EDRL 523 Curriculum Development in Language and Literacy (3)

EDRL 529 Evaluation in Reading and Language Arts Programs (3)

On-Campus Reading and Writing Clinic

Summer

Public school students attend SSU for reading improvement and enrichment in a supervised clinical setting. Specialist Credential candidates supervise Certificate candidates in assessment and intervention strategies with the students with diverse reading abilities and backgrounds. Candidates also demonstrate effective teaching of struggling readers, conduct clinical conferences, review clinical reports, and monitor overall clinical experiences.

EDRL 527B Advanced Clinical Field Experience in Reading and Language Arts 3

Block Four: Developing Professional Literacy Models

Fall

Advanced and intensive investigation of research/theory/beliefs/practice. 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 hone their leadership skills for assisting classroom teachers and other educational professionals with literacy education through focused field experiences.

EDRL 507 Research in Language and Literacy 3

EDRL 525 Leadership and Policy in Literacy Programs 3