

EDUCATION: CURRICULUM STUDIES & SECONDARY EDUCATION (CSSE)

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FACULTY EARLY RETIREMENT PROGRAM

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Programs Offered

Basic Credential: Single Subject (Secondary Schools)
Teaching Credential

Master of Arts in Education with a concentration in
Curriculum, Teaching, and Learning (CTL)

The Department of Curriculum Studies and Secondary Education is dedicated to the advancement of excellence in education. CSSE offers an exemplary single subject teacher education preparation program based on sound educational practice, extensive research knowledge, and commitment to the needs of diverse populations. Our faculty is comprised of internationally recognized scholars from a wide variety of subject area disciplines who study and produce current research in teacher education and curriculum studies, and who are familiar with the best practices of teachers. CSSE provides many opportunities for students to be part of a high-quality teaching and learning community.

While most of the programs in CSSE are designed for positions in public schools, students can also receive preparation in our master of arts in Curriculum Teaching and Learning, applicable to a wide variety of non-teaching positions in education, government, the corporate sector, and leadership-based initiatives and programs. The Master of Arts in Curriculum, Teaching, and Learning allows students to design their own program of study (area of emphasis), or select an area of emphasis in educational technology, specifically designed for students interested in technology applications in the public or private sector.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and

other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements, or visit the Education website, www.sonoma.edu/education.

Single Subject (Secondary Schools) Teaching Credential

The single subject credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential, in general, is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12). The program aims toward two primary goals: (1) to develop the skills and knowledge needed to be an effective beginning teacher, and (2) to establish the professional understandings and attitudes for growth and development throughout a teaching career.

Coursework combined with the field experience in the program will prepare candidates to be:

- Competent in basic classroom skills.
- Knowledgeable and enthusiastic about students, learning, and teaching.
- Respectful of and knowledgeable about cultural, linguistic, and learning diversity, and informed about practices for teaching all students.
- Continue their development as professional educators. After completion of the Single Subject Credential Program, candidates will be recommended for the Preliminary California Single Subject Teaching Credential in a subject area. Successful completion of the program prepares candidates to teach in California's culturally and linguistically diverse classrooms.

Students may satisfy subject matter requirements by passing the appropriate state approved examinations (CSET).

The Single Subject Credential Program is a two-semester program that begins in the fall semester only. Credentials are offered in the following areas:

Art	English
Mathematics	Music
Physical Education	Science
Social Science	World Language

The Single Subject Credential Program

The Single Subject Credential Program is a two-semester program. Students admitted for the fall semester, who successfully complete all coursework and their final student teaching, will be eligible for the credential in June. Students who wish to take longer than two semesters to complete the credential program may extend their program to four semesters. More information regarding the extended program may be obtained from the single subject program advisor at (707) 664-3176.

Single subject program courses required for each phase are listed below. Prerequisite courses and all Phase I courses must be satisfactorily completed prior to beginning Phase II.

Program Prerequisite Courses

EDUC 417 School and Society	3
EDSS 418 Development in Adolescence and Emerging Adulthood	3
Total Prerequisite courses	6

Program Requirements

Phase I

EDSS 442 Equity and Agency in Teaching and Learning	3
EDSS 443A Creating Effective Learning Communities: Field Settings	4
EDSS 443B Creating Effective Learning Communities: Seminars	3
EDSS 444 Curriculum, Instruction and Assessment	4
EDSS 446 Language and Literacy Development in Secondary Classrooms	4
Total units Phase I	17

Phase II

EDSP 430 Special Education for Teachers	3
EDSS 458 Student Teaching in Multicultural Settings	12
EDSS 459 Seminar for Secondary Student Teachers	4
Successful completion of EdTPA Performance Assessment	
Total units Phase II	19
Total units for program (including Prerequisites)	42

Teaching Performance Assessment

A teaching performance assessment (TPA) is required for all those seeking a single subject teaching credential in California. EdTPA is the teaching performance assessment used by the SSU Single Subject Program. This assessment is comprised of a teaching event that is an extended documentation of a segment of student teaching. It is the capstone performance assessment that integrates learning throughout the teacher education program. It includes samples of teaching that are videotaped and analyzed by the student. It is structured in sections corresponding to developing a context for learners, planning, teaching, assessing, academic language, and reflecting on teaching. A subject matter expert scores the teaching event. The teaching event takes place in Phase II (student teaching) of the program. All students must pass the EdTPA to receive a teaching credential.

Single Subject Intern Program

The intern program is a collaboration between the Curriculum Studies and Secondary Education Department at Sonoma State University, the Beginning Teacher Program at the Sonoma County Office of Education, and participating school districts.

The intern program allows public and non public school teachers who do not hold preliminary single subject credentials to complete a credential program with supervision and mentoring while employed as teachers. Further information can be obtained from the School of Education Credentials Office or from the Intern Coordinator, Dr. Kelly M. Estrada (664-3176).

To be eligible to participate in the single subject intern program, each candidate must have:

- Earned a baccalaureate degree from an accredited college or university;
- Completed prerequisite courses and all Phase I program courses in the single subject credential program;
- Passed the Basic Skills Requirement via an appropriate option;
- Passed a Subject Matter Knowledge Exam (CSET) or have completed a Subject Matter Waiver Program;
- Completed character and identification clearance (fingerprints);
- Demonstrated knowledge of the U.S. Constitution by providing evidence of having studied the U.S. Constitution or by passing the U.S. Constitution test;
- Completed an application for the intern credential; and
- Verification of employment.

To be Awarded a Teaching Credential, all Interns Must:

- Pass the EdTPA to receive a teaching credential.
- Successfully complete the Single Subject Intern Program.

Master of Arts in Education with Concentration in Curriculum, Teaching, and Learning

The Master of Arts in Education degree program in Curriculum, Teaching, and Learning offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in schools, government agencies, or corporate settings. The program, a minimum of 30 units, provides for areas of concentration in curriculum, teaching, and learning. Students must maintain a 3.00 grade point average in all coursework in the approved master's degree program.

The Curriculum, Teaching, and Learning concentration provides flexibility in program development for a wide range of professional educators, government officials, and private sector employees. Candidates need not possess a teaching credential.

The required Curriculum, Teaching, and Learning area concentration courses are:

EDCT 585 Curriculum Development: Theory, Practice and Evaluation	3	<i>Spring</i>	<i>Fall</i>
EDCT 586 Teaching and Learning: Research and Application in the Classroom	3	AREM	EDUC 571 or AREM
Total area concentration units	6	AREM or EDUC 571	AREM

The remaining units are taken in an approved area of emphasis (AREM). The area of emphasis is comprised of 12-16 units that the students must complete as part of the Curriculum, Teaching, and Learning Master of Arts program. The AREM is designed by the student and a Curriculum, Teaching, and Learning faculty advisor. Students may select courses from other education M.A. concentrations or courses in other University schools and departments. A field component may comprise part of the area of emphasis. The AREM must be approved by a faculty advisor before any AREM courses are taken.

Potential Areas of Emphasis (AREM)

- Education Technology
- Reading and Language
- English as a Second Language
- Psychology
- Kinesiology
- History
- Critical Theory
- Community Education
- Leadership

The total number of units in the Curriculum, Teaching, and Learning Master of Arts Program is 30-36 units. All candidates must complete the required master's degree core courses, and all AREM and program courses.

Curriculum, Teaching and Learning Recommended Course Advising Pathway

By following the advising pathway below, students are assured that they will complete the required Curriculum, Teaching, and Learning (CT&L) coursework and take the courses in the sequence required by the program. This pathway assumes that students will take TWO classes per semester. For changes to this pathway, students must see the CT&L advisor. Students may not take an AREM course without an approved AREM.

<i>If You Begin Fall Semester:</i>	<i>If You Begin Spring Semester:</i>
<i>Fall</i>	<i>Spring</i>
EDUC 570	EDUC 570
EDCT 585	AREM
<i>Spring</i>	<i>Fall</i>
EDCT 586	EDCT 585
AREM	AREM
<i>Fall</i>	<i>Spring</i>
EDUC 571 or AREM	EDCT 586
AREM	EDUC 571 or AREM

**Candidates MUST have the thesis/project committee identified and advancement to candidacy approved (i.e. portfolio approved by your thesis/project committee) before enrolling in EDUC 598/599, EDUC 572 or EDUC 573. (See the M.A. Graduate Student Handbook for a discussion of the thesis, cognate, and individualized examination pathway options for completing your program)

Master of Arts in Education with a Concentration in Teaching English to Speakers of Other Languages (TESOL)

Applications to this program are not being accepted at this time. A master of arts in education with a concentration in TESOL provides advanced education in the theories, research, and practices for teaching English abroad, for teaching English learners in K-12 settings, and in adult education settings, such as community colleges. The concentration will also prepare candidates for doctoral studies in related fields in education. Courses in the concentration can be used to apply for a TESOL certificate and to prepare for the CTEL examination from the California Commission on Teacher Credentialing.

Prerequisites

1. Two years of university foreign language study or equivalent
2. A general linguistics course, such as English 341

Courses in Concentration (18 units)

EDTE 540 Theories and Research in Second Language Acquisition	3
EDTE 541 Advanced Pedagogical Grammar for Teaching ESL/EFL	3
EDTE 542 Teaching Multilingual Writers	3
EDTE 543 Practicum in Teaching English as a Second Language	3
EDTE 544 Advanced Methods of Teaching ESL/EFL	3
EDTE 545 Special Topics in ESL/EFL	3

MA Core Requirements (6 units)

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

Listed below is a recommended course of study. The number of electives you take will depend on whether you decide to pursue the thesis, cognate, or individualized exam pathway to completion.

<i>If you begin Fall Semester you may take:</i>	<i>If you begin Spring Semester: you may take:</i>
<i>Fall</i>	<i>Spring</i>
EDUC 570	EDUC 570
EDTE 540	EDTE 541
<i>Spring</i>	<i>Fall</i>
EDUC 571	EDUC 571
EDTE 541	EDTE 540
<i>Fall</i>	<i>Spring</i>
EDTE 544	EDTE 542

EDTE 545	Elective
<i>Spring</i>	<i>Fall</i>
EDTE 543	EDTE 544
EDTE 542	Elective
<i>Fall</i>	<i>Spring</i>
Elective	EDUC 543
Elective or EDUC 598 + 599	<i>Fall</i>
<i>Spring</i>	EDTE 545
Elective + EDUC 572 or 541	EDUC 572 or EDUC 573 or
	EDUC 598 + 599