Master of Arts Degree

Student Handbook

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  Advancement to Candidacy Meeting Evaluation Rubric
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Introduction

Sonoma State University’s School of Education offers five advanced credential programs and five areas of concentration within the Master of Arts in Education degree. Each of these programs reflects the philosophy, purpose, and goals of the School of Education Conceptual Framework (included in this Handbook), 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 five 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; and Special Education. 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.

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

Cognate
The cognate pathway is a 36-unit course of study, including 18 units in 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, and that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program.

The cognate project (e.g. professional article, video, website, field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project displays understandings, practices, and theoretical perspectives on the candidate's program area of concentration and cognate course of study. Projects should arise out of candidates' goals and professional interests and may take virtually any form. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection that includes the theoretical context for the project must be included. Students must present the completed project to their three-member committee in a public forum.

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

The individualized examination addresses areas of study identified by the student in consultation with the student’s examination committee. The exam is written by the student’s committee (a chair plus two other members) and consists of four questions related to the student’s area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and 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.
Vision Statements

Graduates will continuously use inquiry, observation, study, and reflection to improve their practice as educators.

Graduates will promote social, emotional, and moral growth and learning in their classrooms, schools, and communities, and respect and encourage the contributions of families and caregivers in the education of children and youth.

Graduates will design and carry out inclusive educational practice that respects human differences and aims to educate all learners.

Graduates will be knowledgeable and thoughtful about the content and methodology in their fields of emphasis.

Graduates will become agents of individual growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society.

Practice

Theory

Research

Mission
To advance excellence in the education profession through the professional preparation of teachers and leaders. The School plays an active role in the social and educational growth of the communities served through various partnerships, projects, and initiatives.

Performance Expectations
Graduates of the School of Education:
A. Are able to design and implement pedagogy and curriculum that are informed by theory, research, professional standards, and reflective practice;
B. Demonstrate depth and breadth of content and pedagogical knowledge;
C. Are knowledgeable about and able to design, implement, and evaluate instructional practice and educational assessments responsive to the full range of individuals – social, linguistic, cultural, and ethnic diversity and/or physical and learning disabilities;
D. Successfully create and work in collaborative and inclusive communities;
E. Develop and promote a global, multicultural perspective based on an understanding of how individuals are differently positioned in terms of knowledge, power, identity, and privilege;
F. Act on key values including but not limited to social justice, anti-bias principles, and democratic practices;
G. Make decisions based on developmental learning theory;
H. Use various means – knowledge of research, formative and summative assessments, reflection and evaluation – to improve teacher practice and student learning;
I. Use multiple and appropriate assessment measures including both qualitative and quantitative techniques;
J. Use technology to enhance teaching and support active, authentic learning.

Dispositions
Graduates of the School of Education:
A. Are passionate about being educators;
B. Promote social and emotional growth and an ethic of caring, nurturing, and learning in their classrooms, schools, and communities;
C. Are culturally responsive and responsible, knowledgeable and appreciative of the diversity among learners;
D. Have a genuine appreciation of the importance of a liberal arts education;
E. Value the arts in learning;
F. Are committed to anti-bias principles, social justice, and democratic practices;
G. Are committed to professional ethical standards.
The Program Portfolio

In order to advance to candidacy, all students must complete a satisfactory program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting where the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student’s proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional and intellectual growth. It should also demonstrate how your M.A. program has prepared you to undertake your culminating activity (thesis/project, cognate project, or individual examination).

The portfolio should begin with a two- to four-page written reflection on the student’s journey and revelations throughout the M.A. program, and it should include artifacts from at least four M.A. courses. Each section of the portfolio should begin with a short introduction which provides an overview of the section and a rationale explaining the significance of the artifacts included in the section.

The following are the criteria by which your portfolio will be evaluated. These criteria are aligned to the School of Education Performance Expectations and Dispositions, as indicated on the Advancement to Candidacy Meeting Evaluation Rubric, included in the appendix to this Handbook. The suggestions under each criterion are not inclusive; you are strongly encouraged to expand upon these suggestions.

1) Demonstrate personal and professional growth over the course of your M.A. program and reflect on how you have grown intellectually.

- provide materials that show how you have developed your interest in your selected area of study (e.g. the problem/issue you intend to focus on in your creative project/thesis)
- identify and provide evidence for specific areas in which you have grown personally, intellectually and professionally as a result of being in the program
- discuss the specific things you have learned in your program of study
- show projects and presentations that you have completed with the aid of content you have learned in your program of study
- include assignments you have completed from your earlier coursework in the program and assignments that are more recent; compare and contrast these

2) Demonstrate written language proficiency

- provide written assignments, papers, from a variety of your classes that exemplify your best work

3) Demonstrate breadth and depth of knowledge in educational research

- show evidence (e.g. annotated bibliography, paper, project, specific articles, critiques etc.) that you have read and understand the research related to your selected area of study
4) Demonstrate breadth and depth of knowledge in the program area concentration

- provide artifacts (e.g. papers, projects, etc.) from program area classes that indicate you have a thorough knowledge of your field of study

5) Demonstrate critical analysis of multiple historical, philosophical, and theoretical perspectives in education

- provide evidence (e.g. papers, projects, etc.) that demonstrate the ways that you have engaged in critical analysis of educational theory, perspectives, research, and practice

6) Demonstrate planning toward the completion of your culminating activity (thesis/project, cognate project, or individualized examination)

- list the individual(s) who, up to this time, have agreed to be members of your committee
- provide examples of papers/assignments that relate to your culminating activity (e.g. work completed in your M.A. classes)
- include a brief description of your proposed thesis/project, cognate project, or individualized examination area(s) of study. This description should be a one- to two-page tentative plan for carrying out your culminating activity. Writing the Culminating Activity 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 which 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.
  - 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?
Pathways to the M.A. Degree in Education

**Thesis/Project**
- 30 semester units (max 12 upper division)
- Required Core: EDUC 570, EDUC 571, EDUC 598, EDUC 599

**Cognate**
- 36 semester units (max 12 upper division)
- Required Core: EDUC 570, EDUC 571, EDUC 572

**Individualized Exam**
- 33 semester units (max 12 upper division)
- Required Core: EDUC 570, EDUC 571, EDUC 573

**Program Portfolio required of all students**

Select one of the Following Program Areas of Concentration

- Curriculum, Teaching, and Learning
- Early Childhood Education
- Educational Leadership
- Reading/Language Education
- Special Education

Areas of Emphasis (AREM)
1. Educational Technology
2. Reading and Language
3. Critical Theory
4. English as a Second Language
   etc.
# Pathways to M.A. Program Completion

<table>
<thead>
<tr>
<th></th>
<th>Thesis/Project</th>
<th>Cognate</th>
<th>Individualized Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit load/ Course of study</strong></td>
<td>30 semester units (max 12 upper division): 12 units MA Core (570, 571, 598, 599 taken sequentially) 18 units Program Area of Concentration</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>Required Core Courses</strong></td>
<td>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)</td>
<td>EDUC 570 The Reflective Educator (3) EDUC 571 Research Paradigms in Education (3) EDUC 572 Supervised Study for the Cognate Project (3)</td>
<td>EDUC 570 The Reflective Educator (3) EDUC 571 Research Paradigms in Education (3) EDUC 573 Supervised Study for the Individualized Examination (3)</td>
</tr>
<tr>
<td><strong>Choices for Program Area of Concentration</strong></td>
<td>Curriculum, Teaching and Learning Early Childhood Education Educational Leadership Reading and Language Special Education</td>
<td>Curriculum, Teaching and Learning Early Childhood Education Educational Leadership Reading and Language Special Education</td>
<td>Curriculum, Teaching and Learning Early Childhood Education Educational Leadership Reading and Language Special Education</td>
</tr>
<tr>
<td><strong>Other Courses</strong></td>
<td>None</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Other Requirements</strong></td>
<td>Program Portfolio</td>
<td>Program Portfolio</td>
<td>Program Portfolio</td>
</tr>
<tr>
<td><strong>Committee</strong></td>
<td>Committee chair plus two other committee members approve student’s thesis/project proposal, provide advice and guidance, and are present at thesis/project defense.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Culminating Activity</td>
<td>Thesis/Project</td>
<td>Cognate</td>
<td>Individualized Examination</td>
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<td></td>
<td>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. Sample types of research: process/product research; correlational study; action research; field-based/problem solving; ethnographic study; historical study; theoretical study</td>
<td>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. Sample types of projects: curriculum design; professional development for educators; program design; performance piece; creative project</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Basic Steps for Completion of MA Degree | • Take 570  
• Begin program concentration courses  
• Take 571  
• Complete program concentration courses  
• Take 598  
• Present program portfolio and thesis/project proposal to committee; advance to candidacy  
• Take 599  
• Take 578 (Project Continuation) until thesis/project completed  
• Complete and present thesis/project | • Take 570  
• Begin program concentration courses  
• Take 571  
• Complete program concentration courses  
• Determine cognate course of study and take cognate courses.  
• Present program portfolio and cognate proposal to committee; advance to candidacy  
• Take 572  
• Take 578 (Project Continuation) until cognate project completed  
• Complete and present cognate project | • Take 570  
• Begin program concentration courses  
• Take 571  
• Complete program concentration courses  
• Determine exam areas of focus and plan electives  
• Take elective courses  
• Present program portfolio and discuss exam areas of focus with committee; advance to candidacy  
• Take 572  
• Take 578 (Project Continuation) until exam passed  
• Take written exam  
• Meet with committee for oral exam |
M.A. Program Checklist

Beginning Your M.A. Program (INTO)
☐ Apply and be admitted to MA Program in one of the five 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 (THROUGH)
☐ 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 exam

Preparation for Program Completion (COMPLETION)
Choose one of three M.A. Pathways:

Thesis/Project:
☐ Take M.A. core course EDUC 598 in final semester of coursework
☐ 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 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
☐ When final presentation date is set, contact Administrative Coordinator in School of Education Office to create presentation announcement and register you for Online Exit Survey
☐ Complete and present thesis/project
   Form to bring to the presentation:
      ☐ GSO2
☐ Complete Online Exit Survey and
☐ Celebrate with wild abandon!
Cognate:
- 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
    - Cognate Signature Form
    - 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
- When final presentation date is set, contact Administrative Coordinator in School of Education Office to create presentation announcement and register you for Online Exit Survey
- Complete and present cognate project
  - Forms to bring to the presentation:
    - Cognate Signature Form
    - GSO2
- Complete Online Exit Survey
- Celebrate with wild abandon!

Individualized Examination
- 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
    - Individualized Examination Signature Form
    - 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
- When oral exam date is set, contact Administrative Coordinator in School of Education Office to register you for Online Exit Survey
- Meet with committee for follow-up oral exam
  - Forms to bring to the presentation:
    - Individualized Examination Signature Form
    - GSO2
- Complete Online Exit Survey
- Celebrate with wild abandon!
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.

Students who wish to maintain eligibility for financial aid and wish to utilize 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.

Those students who do not seek the full services of the university may choose to maintain enrollment through Extended Education and enroll in University 578: Project Continuation. This will allow students to receive library privileges.

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.
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: someone who understands your topic, someone you can trust and feel comfortable with. (For a list of tenured and tenure-track School of Education faculty and their areas of expertise, please refer to the faculty list in the following section of this Handbook.) 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.

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 (hopefully) get the go-ahead to conduct the work you plan to
do for your culminating project. 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 must then be submitted to the School of
   Education Director of Graduate Studies; the other forms should be turned in to the School
   of Education receptionist.

The second committee meeting (optional)
Most students meet at least 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. An announcement of this meeting is sent to all School of Education faculty and M.A. students, and usually a few attend; in addition, you are encouraged to invite family and friends. After setting the date for this meeting with your committee, you should contact the Administrative Coordinator in the appropriate School of Education department who will generate your final meeting announcement. The Administrative Coordinator will also provide you with directions for completing the School of Education Exit Survey. You must complete the survey in order to graduate.

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 (for cognate project), or Individualized Examination Signature Form (for individualized exam). Before the Director of Graduate Studies will sign your GSO2 form, you must complete the School of Education Exit Survey online.
## School of Education Tenured and Tenure-Track Faculty

<table>
<thead>
<tr>
<th>NAME</th>
<th>AREAS OF INTEREST</th>
<th>DEGREES, INSTITUTIONS, &amp; YEARS</th>
</tr>
</thead>
</table>
| Carlos Ayala | • Science Education  
• Assessment  
• Student Cognition and Knowledge  
• Quantitative Research Methods | Ph.D., Stanford University, 2002  
M.A., San Diego State University, 1996  
B.A., University of California, Santa Cruz, 1985 |
| Emiliano Ayala | • Special Education (Assessment; Multicultural Populations; Preschool; Families)  
• Qualitative Research Methods | Ph.D., San Diego State/Claremont Graduate University, 2000  
M.A., San Diego State University, 1989  
B.A., University of California, Santa Cruz, 1986 |
| Brett Christie | • Educational Technology  
• Innovative and Interactive Multimedia Apps  
• Learning Objects  
• Curriculum Design | Ph.D., University of New Mexico, 1997  
M.A., California State University, Chico, 1995  
B.A., California State University, Chico, 1991  
A.A., Diablo Valley College, 1988 |
| Paul Crowley | • Reading/Language Arts  
• Special Education  
• Curriculum | Ph.D., University of Missouri, Columbia, 1991  
M.Ed., University of Missouri, Columbia, 1980  
B.S., University of Missouri, Columbia, 1978 |
| Mary Dingle | • Special Education: Families; English Learners; Academic Interventions; School Culture | Ph.D., CSU Los Angeles/UCLA, 2001  
M.A., Sonoma State University, 1987  
B.A., Sonoma State University, 1981  
A.A., Santa Rosa Junior College, 1977 |
| Charles Elster | • 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 | Ph.D., University of California, Berkeley, 1988  
M.A. University of California, Berkeley, 1982  
B.A., Yale University, 1976 |
| Kelly Estrada | • Reading/Language Arts Education  
• Second Language Acquisition and Literacy  
• Curriculum Development and Instruction  
• Educational Technology  
• Teacher Professional Development | Ph.D., University of California, Los Angeles, 1997  
M.A., University of California, Los Angeles, 1991  
B.A., University of California, San Diego, 1988 |
| Mark Fermanich | • Education Finance  
• Education Policy  
• Education Reform  
• School Change  
• School Effectiveness | Ph. D., University of Wisconsin, Madison 2003  
M.A., University of Wisconsin, Madison 1982  
B.S., University of Wisconsin, Oshkosh 1979 |
| Johanna Filip-Hanke | • Early Childhood  
• Parent Participation  
• Teacher Development  
• Multicultural Education  
• Qualitative and Quantitative Research  
• Educational Evaluation | Ph.D., Albert-Ludwig-Universitat, 1987  
M.A., University of British Colombia, 1970  
B.A., University of British Columbia, 1968 |
| James Fouché | • Educational Foundations  
• Educational Technology | Ph.D., University of Florida, 1978  
M.A., Louisiana State University, New Orleans, 1972  
B.A., Louisiana State University, New Orleans, 1968 |
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<tr>
<th>Name</th>
<th>Specializations</th>
<th>Degrees and Institutions</th>
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<tbody>
<tr>
<td>Karen Grady</td>
<td>Qualitative Inquiry, Teacher Research, Sociocultural Approaches to Literacy,</td>
<td>Ph.D., Indiana University, 2001</td>
</tr>
<tr>
<td></td>
<td>Second Language Acquisition and Literacy, Curriculum Development</td>
<td>M.A., University of San Francisco, 1985</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., Santa Clara University, 1971</td>
</tr>
<tr>
<td>Hee-Won Kang</td>
<td>Second Language Literacy, Curriculum, Multicultural Education, ECE</td>
<td>Ph.D., University of California, Berkeley, 1991</td>
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<tr>
<td></td>
<td></td>
<td>M.A., San Francisco State University, 1981</td>
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<tr>
<td></td>
<td></td>
<td>B.A., Duk Sung Women's College, Seoul, 1976</td>
</tr>
<tr>
<td>John Kornfeld</td>
<td>Curriculum and Pedagogy, Middle/Secondary Education, Qualitative Research</td>
<td>Ph.D., Indiana University, 1996</td>
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<td>Methodology</td>
<td>M.A., Sonoma State University, 1991</td>
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<tr>
<td></td>
<td></td>
<td>A.B., Princeton University, 1975</td>
</tr>
<tr>
<td>Paula Lane</td>
<td>Science Education, Qualitative Inquiry Methodology, Elementary Education,</td>
<td>Ph.D., Michigan State University, 2003</td>
</tr>
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<td>Teacher Research, Cooperative Learning</td>
<td>Multiple Subject Clear Teaching Credential Science</td>
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<tr>
<td></td>
<td></td>
<td>Supplementary, California State University, Hayward, 1980</td>
</tr>
<tr>
<td></td>
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<td>B.S., University of California, Los Angeles, 1977</td>
</tr>
<tr>
<td>Virginia Lea</td>
<td>Critical Multicultural, Anti-Racist Education, Interlocking Dimensions of</td>
<td>Ph.D., University of California, Berkeley, 1998</td>
</tr>
<tr>
<td></td>
<td>Culture in Ed., Social and Curriculum Theory, Teacher Knowledge Production &amp;</td>
<td>M.A., San Francisco State University, 1992</td>
</tr>
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<td></td>
<td>Research for Democracy &amp; Social Justice, Alternative Approaches to Education</td>
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<tr>
<td>Jennifer Mahdavi</td>
<td>Prereferral Intervention and Response to Intervention, Reading instruction</td>
<td>Ph.D., University of California, Riverside, 2000</td>
</tr>
<tr>
<td></td>
<td>at-risk students, Mild-moderate disabilities, Emotional/behavioral disorders,</td>
<td>M.A., University of California, Riverside, 1996</td>
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<td></td>
<td>Positive Behavior Support, Collaboration and Consultation</td>
<td>B.A., California State Polytechnic University, Pomona, 1990</td>
</tr>
<tr>
<td>Perry Marker</td>
<td>Curriculum Theory and Research, History and Philosophy of Education, School</td>
<td>Ph.D., Indiana University, Bloomington, 1986</td>
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<td></td>
<td>Change, Alternative Forms of Education, Teaching and Learning, Social Sciences</td>
<td>M.S., Bowling Green State University, 1978</td>
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<td></td>
<td>Critical Theory</td>
<td>B.S., Bowling Green State University, 1973</td>
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<tr>
<td>Rick Marks</td>
<td>Mathematics Education, Teacher Knowledge and Cognition</td>
<td>Ph.D., Stanford University, 1990</td>
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<tr>
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<td>M.A., San Francisco State University, 1975</td>
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<tr>
<td></td>
<td></td>
<td>B.A., University of California, Berkeley, 1972</td>
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<tr>
<td>Kathy Morris</td>
<td>Mathematics education, Professional development/in-service teacher education,</td>
<td>Ph.D., University of Michigan, 2003</td>
</tr>
<tr>
<td></td>
<td>Constructivist teaching, Qualitative research methods, especially ethnography</td>
<td>M.A. San Francisco State University, 1995</td>
</tr>
<tr>
<td></td>
<td>and/or discourse analysis</td>
<td>B.A., University of California, Berkeley, 1987</td>
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<tr>
<td>Name</td>
<td>Affiliations</td>
<td>Degrees</td>
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<tr>
<td>Paul Porter</td>
<td>Educational Leadership, School Law, Educational Evaluation and Research, Student Behavior and Interventions, School Counseling</td>
<td>Ed.D., Brigham Young University, 1977, M.S., California State University, Sacramento, 1972, B.S., University of California, Davis, 1969</td>
</tr>
</tbody>
</table>
The Thesis/Project

The thesis/project is a serious intellectual undertaking. The thesis is a written document of a systematic study of a significant problem 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.

Most theses include the following parts:
- Introduction: overview of the study
- Literature review of theory and research relevant to the study which illuminates candidate’s theoretical framework
- Description of research methodology
- Results of the study
- Implications, conclusions, and suggestions for further research

Most projects include the following parts:
- Introduction: overview of the project
- 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
1. The student enrolls in EDUC 598 and begins working on the thesis/project proposal and literature review.

2. During the same semester, the student 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.

3. The student completes the Human Subject Protocol, if necessary.

4. After completing EDUC 598, the student registers for EDUC 599.

5. The student 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 student must 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

6. After receiving the committee’s approval and, if necessary, Human Subjects approval, the student conducts the research study (for the thesis) or works on developing the project. Throughout the process, the student 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 student one or more times before the thesis/project is completed. For students conducting research studies, it is imperative that they discuss their data with their committee chair as they are collecting and analyzing it.

7. When the thesis/project is completed, the student and committee members schedule the thesis/project presentation. Often this presentation is referred to as the “defense.” At this presentation, the student provides an overview of the thesis/project and responds to questions posed by the committee and others attending the presentation.
The Cognate and the Cognate Project

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 to discuss ideas for their cognate course of study.

The cognate project 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 field work. Most students who choose the cognate pathway work on projects directly related to their work in the field and which directly contribute their professional growth. The cognate project should take less time to complete than a thesis: it is expected the student will lay the groundwork for the project through the 9-unit cognate course of study. Examples of cognate projects are curriculum plans, inservice videos, educational websites, etc. A written reflection which includes the theoretical context for the cognate project must accompany the project.

Elements of the Cognate Project

• Ties together candidate’s cognate and program area courses
• Illuminates the candidate’s theoretical framework
• Includes a written reflection

Procedures for completing the cognate pathway

1. The student constitutes his/her cognate committee (see strategies discussed in The Committee section) after deciding to pursue the cognate option but before registering for any cognate courses.

2. Working with the cognate committee, the student plans the 9-unit cognate course of study. This plan must be documented and signed on the M.A. Degree Program Plan form as well as on the Cognate Signature Form. At this time, the student should engage in informal discussions with committee members about the cognate project.

3. Prior to registering for EDUC 572, the student writes up a cognate project proposal which he/she presents to the cognate committee, along with the portfolio, the GSO1 (Advancement to Candidacy form), and the Cognate Signature Form. In the proposal, the student must include the following:

• Rationale for cognate project and connection of cognate course of study to project
• Goals for the project
• Description of proposed project
• Action plan and timeline for completing the project

4. During the semester when the student is registered for 572, the student meets regularly with the committee chair to discuss progress with the project.

5. When the project is completed, the student and committee members schedule the cognate project presentation. At this presentation, the student provides an overview of the project and responds to questions posed by the committee and others attending the presentation.
The National Board Certification Cognate

Sonoma State University’s School of Education offers three courses which provide preparation and support for National Board certification candidates. Together, these courses may constitute a student’s cognate course of study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>EDUC 574</td>
<td>Introduction to Classroom Research and</td>
<td>1</td>
<td>Summer</td>
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<tr>
<td></td>
<td>National Board Certification</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 575</td>
<td>Conducting Research on Teaching</td>
<td>3-4</td>
<td>Fall</td>
</tr>
<tr>
<td>EDUC 576</td>
<td>Research, Reflection, and Professional Practice</td>
<td>4</td>
<td>Spring</td>
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</table>

Teachers who are interested only in National Board certification may enroll just in EDUC 574, 575, and 576. However, those interested in also pursuing a Master of Arts degree in Education may take these courses as part of their M.A. program. The M.A. programs are flexible, so that a student may begin either an M.A. program or National Board preparation, then choose to add the other option.

Combined Master of Arts and National Board Preparation

- M.A. Core courses (570, 571, 572)  9 units
- Program concentration 18 units
- NB Preparation cognate (574, 575, 576)  9 units
- Cognate Project: NBPTS portfolio and reflection

Total: 36 units

Timing Options for EDUC 574–575–576 Sequence

- Independent of M.A. program
- Prior to beginning M.A. program
- In the middle of M.A. program
- After completing M.A. core courses and program concentration
- After earning M.A. degree with thesis or project option
EDUC 574, 575, and 576 may also be taken individually and counted as electives in program concentrations or the Individualized Examination M.A. Pathway. For those M.A. candidates not pursuing National Board Certification, EDUC 575 is offered as a 3-unit course.

Goals for EDUC 574, 575, and 576:
Students will:
1. Understand the NBPTS core propositions
2. Learn about and engage in action research:
   - Collecting data using the tools of the teacher researcher (videotaping, observation, examining student artifacts, etc.)
   - Analyzing data
   - Reflecting on the significance of the findings
   - Writing up the research
3. Work on writing up research
   - Becoming proficient in three levels of writing (descriptive, analytical, and reflective)
   - Connecting findings to the NBPTS core propositions
4. Examine research into effective teaching practice
5. Collaborate with colleagues to reflect and write about teaching practice
6. Mentor colleagues less advanced in the NBPTS certification process
7. Examine issues related to professional development and family/community outreach
8. Conduct research which helps students relate the content of their certificate area to NBPTS core propositions and specific content standards
9. Prepare for National Board certification

Topics to be addressed in each course:
EDUC 574 (1 unit)
- Overview of NBPTS process
- NBPTS core propositions
- NBPTS certificate area standards

EDUC 575 (3-4 units)
For all students in the class (3 units):
- Introduction to action research
- Case studies
- Components of classroom research: collecting and analyzing data and writing up research
- Data collection (observing, videotaping, etc.)
- Data analysis (of observations, videotapes, artifacts, etc.)
- Descriptive, analytical, and reflective writing (about data collected)

For National Board Certification candidates (1 additional unit):
- Analysis and assessment of National Board portfolio entries
- Development of action plan for National Board portfolio
EDUC 576 (4 units)
- Completion of action plan for portfolio
- Descriptive, analytical, and reflective writing (about data collected)
- Collaboration with colleagues on research and write-ups
- Revision/editing of portfolio entries
- Continuation of certificate area study in preparation for assessment center

For more information on National Board Certification, check out the NBPTS web site at [http://www.nbpts.org](http://www.nbpts.org), and the California State Department of Education web site at [http://www.cde.ca.gov/pd/ps/te/nbpts.asp](http://www.cde.ca.gov/pd/ps/te/nbpts.asp)
The Individualized Examination

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

1. Student constitutes Exam Committee (see strategies discussed in The Committee section) after deciding to pursue the individualized exam option.

2. Prior to taking EDUC 573, the student 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 student must include the following:
   - Proposed areas of focus for individualized examination
   - Rationale for chosen areas of focus
   - Plan for exam preparation (remaining courses to take, research to conduct, etc.)

3. While registered for EDUC 573, the student meets regularly with the committee chair to discuss the areas of focus and to become familiar with the pool of questions from which the four exam questions will be selected.

4. The student, 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 student at least one month prior to the exam date.

5. On the date previously selected by the student and committee chair, the student will receive the four exam questions. The student will have 72 hours to answer the questions and return the completed exam to the committee chair. The exam must be word-processed.

6. The student’s committee reads and evaluates the exam. The exam is returned to the student prior to the oral exam, which must take place no later than two weeks after the student completed the written exam.

7. Student examinations are graded as follows: Pass or Not Pass. Students 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).

8. The oral exam is held if the student passes the written exam. The oral exam provides an opportunity for participants to discuss the issues addressed in the written exam, and for the student to clarify any remaining questions or concerns. Candidates should bring their GSO2 and Individualized Examination Signature Forms to the oral exam.
Program Areas of Concentration

Curriculum, Teaching, and Learning (CTL)

Description 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 comprised 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
- Reading and Language
- Early Childhood Education
- English as a Second Language
- Critical Theory
- Psychology
- Kinesiology
- History
- Critical Multicultural Education
- Antiracist Education
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):
707-664-4203
Early Childhood Education

Description of the Program
The Early Childhood Education Concentration is designed to prepare teachers 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 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.

ECE M.A. 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)

Masters 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 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 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
Educational Leadership

Description 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 Program Area of Concentration 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.])

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:

1. Verify three years of appropriate full-time experience from their educational employer.
2. Secure favorable recommendations from two school administrators indicating possession of administrative and leadership potential and demonstrated leadership experience.
3. 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
Reading and Language Education

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 Certificate
3. Reading and Language Arts Specialist Credential

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

Application Procedures

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

University applications are available from the SSU Office of Admissions and Records and on the SSU website at www.sonoma.edu/education/degree.html. Acceptance into a graduate program in Education is dependent on acceptance to the University.

Program applications are available from the School of Education by calling 707-664-3115. You may apply on the same form to one program or a combination of the three programs listed above.

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

1. A completed program application form.
2. Official transcripts from each college or university you have attended.
   For the MA, submit one set of transcripts.
   For the Reading Certificate and the R/LA 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 Certificate and/or the R/LA 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.

To contact the Reading and Language M.A. Advisor, call 707-664-3238
**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 Certificate and/or a Reading and Language Arts Specialist Credential may complete programs concurrently.

---

**Program 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.

**Education Core** (6 units in EDUC courses)
- 570  Reflective Educator (3)
- 571  Research Paradigms in Education (3)

Students select one of the Masters Degree Culminating Paths (6-12 units)
- **Thesis** (6 units)
  - 598 Developing a Thesis Project (3)
  - 599 Supervised Research for the Thesis/Project (3)
- **Individualized exam** (9 units)
  - 573 Supervised Study for the Individualized Examination (3)
  - Two other courses
- **Cognate** (12 units – may include Specialist Credential coursework)
  - 572 Supervised Study for the Cognate (3)
  - Three other courses
**Reading Certificate**

The Reading Certificate program 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 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 Certificate is the first tier of a two-level state license 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.

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

**Program Prerequisite**
- A basic teaching credential is required for admission

**Certificate Prerequisite**
- Applicants for the Reading Certificate 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.

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)
The Reading and Language Arts 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/ LA 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 Certificate and/or a Reading and Language Arts Specialist Credential may complete programs concurrently.

Program Prerequisite
- All Reading Certificate courses (15 units) including Certificate prerequisites

Specialist Credential Prerequisite
- Applicants for the Reading and Language Arts 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.

EDRL PROGRAM COURSEWORK – 15 UNITS

Block 3 Developing Research-based Literacy Theory — Spring
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 Certificate 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)
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.

M.A. candidates may choose from any of the three different pathways which include:

1. Thesis/Project pathway (30 total units)
2. Cognate pathway (36 total units)
3. Individual Examination pathway (33 total units)

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). For an overview of the three M.A. pathways, please refer to the table at the end of this document. For a comprehensive discussion of the M.A. program, please refer to the Masters of Arts Degree Student Handbook available online at: www.sonoma.edu/education/Masters.htm

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.

Overview of the Coursework

Master’s Core Coursework (9-12 units)
Candidates must take the required core course depending upon their pathway
EDUC 570, The Reflective Educator (3 units)
EDUC 571, Research Paradigms in Education (3 units)
EDUC 572, Supervised Study for the Cognate Project (3 units)
EDUC 573, Supervised Study for the Individualized Examination (3 units)
EDUC 598, Developing a Thesis/Project (3 units)
EDUC 599 Supervised Research for Thesis/Project (3 units)

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.
Pathways to M.A. Program Completion for Special Education M.A. Students

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<tr>
<th>Unit Load</th>
<th>Thesis/Project</th>
<th>Cognate</th>
<th>Individualized Examination</th>
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<tr>
<td>Course of Study</td>
<td>30 semester units (max 12 upper division)</td>
<td>36 semester units (max 12 upper division)</td>
<td>33 Semester Units (max 12 upper division)</td>
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<tr>
<td>M.A. Core Courses</td>
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<td>M.A. Core Courses</td>
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<td>(6-9 units)</td>
<td>(15-18 units)</td>
<td>(12-15 units)</td>
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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
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. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the M.A. in Education culminating activity. Grade only.

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. Following completion of the project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

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. Cr/NC. Prerequisite: advancement to candidacy.

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/corequisite: 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). Following completion of the thesis/project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.
National Board Certification Support Seminar Course Descriptions

EDUC 574: Introduction to Classroom Research and National Board Certification (1 unit)
This is an introductory course that supports teachers preparing for the National Board for Professional Teaching Standards certification. National Board (NB) certification is available for general and special education teachers and counselors of students from preschool through grade 12 in a variety of areas. The purpose of this course is to provide an overview of the NB certification process. Specifically, students become familiar with the National Board’s five core propositions, certificate area standards, and assessment measures and procedures required for certification. In addition, students will learn about the application process and potential sources of funding. The unit from this course can be applied to an M.A. degree in Education at Sonoma State University.

EDUC 575: Conducting Research on Teaching (4 units for NB candidates; 3 units for MA candidates not pursuing NB certification)
This is the second of three courses that support teachers working toward National Board certification. It is also intended for any student interested in conducting research on teaching using the National Board research framework. Students examine exemplary teaching practices and learn about strategies for research, self-assessment, and reflection on teaching practice. Using their own classrooms as sites for ongoing research, students apply various research methodologies and engage in data collection through observation, videotaping, and examination of artifacts. In addition, students analyze data and share findings through descriptive, analytical, and reflective writing. Those pursuing National Board certification will also focus on analysis and assessment of National Board portfolio entries, and develop action plans for their National Board portfolios. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

EDUC 576: Research, Reflection, and Professional Practice (4 units)
This course is designed for teachers to enhance their professional practice through research and reflection. Working collaboratively, teachers complete their portfolios required for National Board certification. In preparation for Assessment Center exercises, teachers engage in extensive review of current and historical perspectives on teaching and learning in their certificate areas. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.
Instructions for Accessing the School of Education,
Survey of Graduates

To be completed by those completing advanced credentials and graduate programs only.
Students completing basic credentials need to take the CSU Exit Survey at www.csuexitsurvey.org

---

Step 1:
Using a computer with internet access, go to the WebCT Home page (see url above).

Step 2:
Click the Login button to sign in for access to the Survey.

---

Enter your WebCT ID and Password. This will be the same as what you enter to register for classes or access grades. Click "Log in" button.

---

Look for "Education: School of Education Exit Survey" in your list of courses to the left. Click on this course title to access the survey.

(Continue on next page)
School of Education - Survey of Graduates

Click on Survey of Graduates under Course Menu. The survey is entirely online and should take approximately 20 minutes to complete. Your responses are anonymous and your honesty toward our programs’ strengths and weaknesses is greatly valued. Finally, the SOE Conceptual Framework has been provided as a link under the Course Menu, should you need to make reference.

Survey Introduction: Survey of Graduates

Before you start the survey

The survey questions

- All the questions for this survey will be presented to you at one time.
- The questions may be answered in any order.

How do I begin the survey?

To begin the survey, click Begin survey at the bottom of these instructions. The survey screen appears in a new browser window. Note: please allow the survey to load completely before attempting to do anything else.

When ready, click "Begin Survey" button.
Name____________________________ M.A. Program Concentration_______________________

Email address______________________________________________________________________

Date admitted into MA program (semester/year) ______________________________________

Proposed Pathway (check one)  □ Thesis/Project  □ Individualized Exam
□ Cognate  □ Undecided

### MA Core Courses

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<th>Course Title</th>
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### Program Concentration Courses

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### Cognate/Exam Elective Courses (if applicable)

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Signature of Advisor/Date (this form should be signed when changes are made)

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

10/29/04  Copies of this form to: Candidate and Candidate's Program Advisor
Candidate Name _______________________________________________________________

Student ID _______________________________________________ Date ________________

Email address _________________________________ MA Concentration ___________________

In the portfolio and presentation, the candidate demonstrates:  

<table>
<thead>
<tr>
<th>Criterion not evident</th>
<th>Criterion met/exceeded</th>
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</table>
| 1. Personal and professional reflection and growth  
(Performance Expectations A, B, C, F; Dispositions A, C, F) | |
| 2. Written language proficiency * | |
| 3. Depth and breadth of knowledge in educational research.  
(Performance Expectations H, I; Disposition G) | |
| 4. Depth and breadth of knowledge in program area concentration.  
(Performance Expectations A, B, C,E, F; Dispositions C, F) | |
| 5. A critical analysis of multiple historical, philosophical, and theoretical perspectives in education  
(Performance Expectations B, E, F; Dispositions C, F) | |

* SSU Requirement

In the final project proposal and presentation, the candidate articulates:  

<table>
<thead>
<tr>
<th>Criterion not evident</th>
<th>Criterion met/exceeded</th>
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</thead>
<tbody>
<tr>
<td>1. What M.A. Pathway (thesis/project, cognate, or individualized exam) the candidate intends to pursue.</td>
<td></td>
</tr>
</tbody>
</table>
| 2. How the candidate arrived at the topic.  
(Performance Expectations B, F, H; Dispositions A, G) | |
| 3. What the candidate intends to study, to do, or to find out.  
(Performance Expectation B; Dispositions A, C, G) | |
| 4. How the candidate will accomplish the proposed thesis, project or exam.  
(Performance Expectation B; Dispositions A, C, G) | |
| 5. The potential significance of the culminating activity  
(Performance Expectations B, F; Dispositions A, C, F, G) | |

Advancement to Candidacy Circle one:   Approved  Not Approved

GSO1 Form Circle one:              Completed  Not Completed

Comments and suggestions (attach another page if necessary):

Signatures: ___________________  _____________________ ___________________

Committee Chair  Committee Member     Committee Member

Print Name Print Name Print Name

1/24/07 Copies of this form to: Candidate, Candidate’s File, and School of Education
School of Education  
Master of Arts Degree  
Cognate Signature Form

Advancement to Candidacy

Complete the first portion of this form at your Advancement to Candidacy meeting.

Candidate Name _______________________________________________________________

Student ID _______________________________________________ Date ________________  

Email address _________________________________ MA Concentration _________________

Cognate Course of Study
1. __________________________________________  
2. __________________________________________  
3. __________________________________________

Cognate Project
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Faculty Signatures
Chair _______________________________ Print _______________________________
Member_____________________________ Print _______________________________
Member_____________________________ Print _______________________________

Cognate Presentation

Complete this portion of this form at your Cognate Presentation

Date ________________________

Cognate Project Title __________________________________________________________
____________________________________________________________________________

Faculty Signatures
Chair _______________________________ Print _______________________________
Member_____________________________ Print _______________________________
Member_____________________________ Print _______________________________

1/24/07  Copies of this form to: Candidate, Candidate’s File, and School of Education
Advancement to Candidacy

Complete the first portion of this form at your Advancement to Candidacy meeting.

Candidate Name _______________________________________________________________

Student ID ___________________________________________ Date ________________

Email address _______________________________ MA Concentration _________________

Individualized Examination elective courses
1. __________________________________________
2. __________________________________________

Areas of focus for exam__________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Faculty Signatures

Chair ____________________________________ Print _______________________________
Member ___________________________________ Print _______________________________
Member ___________________________________ Print _______________________________

Oral Examination

Complete this portion of this form at your Oral Examination

Date ____________________________

Faculty Signatures

Chair_________________________________ Print _______________________________
Member_________________________________ Print _______________________________
Member_________________________________ Print _______________________________
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<td>Program</td>
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**Proposed Title and Short Description of Final Project (4 lines)--Use a second page for a long Description**

### Special Requirements for Advancement, if any (i.e., oral qualifying exam, etc.)

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<th>Requirement</th>
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### Writing Proficiency Requirement

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<td>Other Option</td>
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**In signing this document, I agree to accept the responsibility of preparing a manuscript that meets the standards of the supervising committee and the University [as outlined in the Guidelines for Master’s Theses and Projects published by the university].**

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<th>Student Signature</th>
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**In signing this document the committee agrees to accept the roles and responsibilities assigned to the task of acting as evaluators of the quality and substance of this student's final project [as outlined in the Guidelines for Master’s Theses and Projects published by the university].**

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<thead>
<tr>
<th>Committee</th>
<th>Name (Typed) and Signature</th>
<th>Date</th>
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<tr>
<td>Graduate Coordinator</td>
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**Review and Data Update:**

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<th>Assoc. VP Academic Programs</th>
<th>Date</th>
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<td>Admissions &amp; Records</td>
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GSO 1 10/1/99

Distribution: 1) Grad Studies  2) A&R  3) Department  4) Student
## SONOMA STATE UNIVERSITY
Graduate Studies
Completion of Requirements

<table>
<thead>
<tr>
<th>Name</th>
<th>Social Security Number</th>
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<tbody>
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### Program
Authorized Concentration

### Graduate Course of Study
University-wide criteria: Minimum of 30 units; 15 units must be at 500 level; Two-thirds units must be letter-graded; minimum GPA of 3.0 in program coursework with no course below a C (2.0); a minimum of 21 units should be done in residence with a maximum of 30% of coursework allowed in transfer (for large unit programs); no more than 6 units allowed for the thesis; no classes completed as an undergraduate may be used except those granted provisional graduate credit prior to award of baccalaureate degree.

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<thead>
<tr>
<th>Dept&amp;Course No.</th>
<th>Title</th>
<th>Units</th>
<th>Grade</th>
<th>Semester Taken/Place</th>
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**Total**

### Completion of Requirements:

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**Student Signature**

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### Final Review and Approval:
Culminating Project & Program

<table>
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<tr>
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<tr>
<th>Signature, Faculty Chair</th>
<th>Date</th>
<th>Date</th>
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<th>Signature, Graduate Coordinator</th>
<th>Signature, Assoc. VP, Academic Programs</th>
</tr>
</thead>
</table>

GSO 2    10/1/99

Distribution:  1) Grad Studies   2) A&R    3) Department    4) Student
APPLICATION FOR AWARD OF MASTER'S DEGREE

No Fee Required

Date of Graduation ____________________________

Month Year

Name _______________________________

Street ________________________________

Social Security Number ____________

City ___________ State ___ Zip ________

Phone Number ( ) __________

Print your name as you wish it to appear on your Diploma: ________________________________

Diploma mailing address, if different from above (please print):

Street __________________________

City __________________________ State ___ Zip ________

e-Mail Address ________________________________

Campus Degree ☐ or External Degree in Psychology ☐

Include my name on lists released to the media Yes ☐ No ☐

Include my name in the Commencement Program Yes ☐ No ☐

Type of Degree: MA ☐ MS ☐ MBA ☐ MPA ☐ (circle one)

Major: __________________________ Authorized Concentration: __________________________

Minimum requirements that will be checked:

• Minimum of 30 semester units met (some majors require more)
• Minimum of 21 units in residence at SSU
• Minimum of 15 units of 500 level graduate work
• Maximum of 9 units of Transfer, Correspondence, Extension, etc.
• Minimum 3.00 GPA on the Completion of Requirements form
• Clearance of Thesis, if required by graduate study plan
• All courses on Completion of Requirements form are met within 7 year limit
• No more than one-third of the units can be in non-traditional grading mode

OFFICE USE ONLY:

☐ Your Application for Award of Degree is being processed and you will be notified regarding the meeting of all requirements after the approved "Completion of Requirements Form" is submitted to Admissions and Records. The approval requires the signature of your Department and the Graduate Dean.

☐ Contact your department regarding completion of your requirements.

Final Check: Eligible ☐ Not Eligible ☐

Evaluator Date By: EOA:

ADM117