School of Education
Master of Arts Degree Handbook
Revised August, 2013
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INTRODUCTION

Sonoma State University’s School of Education offers five advanced credential programs and six areas of concentration within the Master of Arts in Education degree. Each of these programs reflects the philosophy, purpose, and goals of the School of Education Conceptual Framework developed by the School of Education faculty. In our M.A. programs students critically examine educational theories and research through a variety of empirical, theoretical, and cultural lenses to develop an informed educational vision and innovative pedagogy in a variety of educational settings. Candidates 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 candidates in the successful completion of a Master of Arts in Education degree. It is intended to serve as a guide and a framework for success.

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

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

Throughout your graduate studies, we require that each semester you meet with the program 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.

Current program advisors, along with their contact information, are listed here:

http://sonoma.edu/education/programs/program_advisors.pdf
**Sonoma State University School of Education**  
**Conceptual Framework**

**Research**  
- Graduates are knowledgeable and thoughtful about the content and pedagogy in their fields of emphasis.
- Graduates are agents of individual growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society.

**Theory**  
- Graduates design and engage in inclusive educational practices that respect human differences.
- Graduates seek the contributions of families and caregivers in the education of children and youth.

**Practice**  
- Graduates continuously inquire, observe, study and reflect to improve as educators.

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**School of Education Mission**

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

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### Performance Expectations

Graduates of the School of Education:

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

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### Dispositions

Our Graduates are professional educators who:

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

The graduate program of study will require 30-36 semester units of coursework, depending on the M.A. in Education pathway selected. There are three pathways to program completion:

- Thesis or thesis project
- Cognate
- 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 and intellectual goals.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of graduate core courses. All graduate students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity that is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as briefly described below. Additional information about each culminating pathway is offered later in this handbook.

Thesis/Project

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

The thesis is a written product of a systematic study of a significant question, problem, or issue in education. The project is also a written document describing a significant undertaking appropriate to education and requiring a great deal of independence and self-direction on the part of the student. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. A thesis could be based on a quantitative research study, a qualitative research study or a mixed methods research study. Examples of a project include curriculum design, creating and implementing professional development experiences, program design, or various types of creative activities.

Cognate

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

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

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

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

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<thead>
<tr>
<th></th>
<th>Thesis/Project</th>
<th>Cognate</th>
<th>Individualized Examination</th>
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<tbody>
<tr>
<td><strong>UNIT LOAD</strong></td>
<td>30 semester units</td>
<td>36 semester units</td>
<td>33 semester units</td>
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<tr>
<td><strong>COMMON REQUIREMENTS</strong></td>
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<tr>
<td>EDUC 570 The Reflective Educator (3 units)</td>
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<tr>
<td>EDUC 571 Research Paradigms in Education (3 units)</td>
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<tr>
<td>18 units in Program Area of Concentration</td>
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<td>Maximum of 12 units chosen from non-500 level courses</td>
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<td>Maximum of 9 units taken in transfer from another university</td>
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<td>Committee: Committee chair plus two other committee members approve student’s proposal, provide advice and guidance, and are present at the culminating meeting.</td>
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<td><strong>CHOICES FOR PROGRAM AREA</strong></td>
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<td>Curriculum, Teaching and Learning</td>
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<td>Early Childhood Education</td>
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<td>Teaching English to Speakers of Other Languages</td>
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<td><strong>PATHWAY SPECIFIC REQUIREMENTS</strong></td>
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<tr>
<td>• EDUC 598 Developing a Thesis/Project (3)</td>
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<td>9 units for Cognate Course of Study</td>
<td>6 units of electives</td>
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<tr>
<td>• EDUC 599 Supervised Study for the Thesis/Project (3)</td>
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<td>EDUC 572 Supervised Study for the Cognate Project (3)</td>
<td>EDUC 573 Supervised Study for the Individualized Examination (3)</td>
</tr>
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<td><strong>OTHER REQUIREMENTS</strong></td>
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<td>Program Portfolio Meeting</td>
<td>Final Presentation (GS02)</td>
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<td><strong>CULMINATING ACTIVITY</strong></td>
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<tr>
<td>Thesis: 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.</td>
<td>Students connect their cognate course of study with the MA core courses, program concentration, and/or work in the field. A written reflection must accompany the project. Students must present completed project in a public forum.</td>
<td>The exam is four questions related to the student’s area(s) of study that the student must answer within 72 hours of receipt. 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>
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Program Checklist

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

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

**Preparation for Program Completion**
Regardless of your pathway, toward the end of the MA program, all candidates must:
- Constitute a committee
- Schedule an Advancement to Candidacy meeting at which you will:
  - Present program portfolio
  - Present culminating project proposal
  - Bring the appropriate forms
    - Advancement to Candidacy Meeting Evaluation Rubric
    - GSO1
- File for Graduation, according to university deadlines
  [http://www.sonoma.edu/aa/gs/forms.html](http://www.sonoma.edu/aa/gs/forms.html)
- Schedule a Final Presentation meeting at which you will:
  - Publicly present your final project
  - Bring the appropriate forms
    - GSO2: Completion of Requirements
- Complete Online Exit Survey

**Thesis/Project Checklist:**
- Take M.A. core course EDUC 598 in final semester of coursework
☐ Take EDUC 599 and work on thesis
☐ Take EDUC 578 (Project Continuation) until thesis/project completed (see Continuous Enrollment Requirements)
☐ Work with committee chair to craft thesis
☐ Complete and present thesis/project at Final Presentation
☐ Bring Thesis/Project Title Page to Final Presentation
☐ Work with Graduate Studies Office on thesis formatting and submission
   http://www.sonoma.edu/aa/gs/thesis-review.html

_Cognate Checklist:_

☐ Work with committee to solidify cognate course of study and complete coursework
☐ Take EDUC 572 and work on cognate project
☐ Take EDUC 578 (Project Continuation) until cognate project completed (see Continuous Enrollment Requirements)
☐ Work with committee chair to complete cognate
☐ Complete and present cognate project at Final Presentation

_Individualized Examination Checklist:_

☐ Work with committee chair to determine exam foci and plan elective courses
☐ 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)
☐ Take written exam
☐ Meet with committee for follow-up oral exam

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**ADVISING**

There are many people to whom you may turn for help with advising as you progress through the MA program. Be prepared to seek out the help you need. The SOE faculty members are helpful and will be glad to assist you with your questions; however, they may not initiate advising appointments with you. At all times, be an advocate for your graduate degree and ask for the guidance that will help you be successful.

**General Advising**

For the most general questions about the MA program, you may wish to contact the Director of Graduate Studies for the School of Education. This link provides contact information:

[http://www.sonoma.edu/education/graduate/home/contact-us.html](http://www.sonoma.edu/education/graduate/home/contact-us.html)
The Director of Graduate Studies can answer general questions you may have. The topics might include:

- Who is your program advisor?
- What are the pathways to completion?
- What are the different MA concentrations and how to choose one?
- How do you switch from one concentration to another?
- What are the deadlines for filing paperwork?

**Program Advising**

When you were admitted to an MA concentration, the letter was signed by a member of the faculty who is the program advisor for that concentration. The advisors are also listed here:

http://www.sonoma.edu/education/programs/program_advisors.pdf

Your program advisor is the one to ask all questions about your area of concentration. These might include:

- What is my program plan?
  http://www.sonoma.edu/education/graduate/docs/ma_program_plan_form.pdf
- What classes should I take this semester?
- Who should I ask to be my committee chair?

**Committee Chair as Advisor**

The role of a committee chair is discussed in depth later in this handbook. However, it is important to know that the PROGRAM ADVISOR is your point of contact for assistance with the program until you have selected a committee chair. Once you have a committee chair, it is best to funnel all your program questions to that person. Your committee chair will know you, your interests, and your program the best. In particular, your committee chair is the person with whom you will coordinate electives you may take or your cognate course of study (if you choose that route). The earlier in the program that you identify a committee chair, the better you will be able to plan your courses.

**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. A
following section of this Handbook contains a list of School of Education tenured and tenure-track faculty and their areas of interest.

You should consider 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 ask to serve on your committee?

First, understand that you will be asking busy faculty members whether they are willing to work with you. It may not be possible for a particular professor or instructor to accept your invitation to be on a master’s committee.

You will invite a chair from the list of tenured and tenure track faculty members in the School of Education. Consider someone who understands your topic, someone you trust, and with whom you are comfortable. Your chair will be an important person to guide you through the culminating project. Your chair may help you set up timelines, assist you in developing your portfolio, and will be your first point of contact when you have questions about completing your M.A.

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 form your committee?

You should form 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 ask people to work as members of 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 portfolio and proposal to 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?

Most students meet twice with their committees, at the Advancement to Candidacy (GSO1) and the Final Presentation (GSO2), each of which is described in detail below. 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.
ADVANCEMENT TO CANDIDACY (GSO1)

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

After working on it with your chair, and at least a week or two prior to your first meeting, give each member your portfolio and the proposal for your project. 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 (GSO1) usually consists of three parts, although your committee chair may ask you to provide additional items or information.

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

2. CULMINATING PROJECT: discuss your area(s) of interest, 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. Your committee members will have questions and suggestions for you.

3. FORMS: ask the members of your committee to sign your completed GSO1 (Advancement to Candidacy) and other forms. The GSO1 form should be submitted by your committee chair to the School of Education Director of Graduate Studies.

The Program Portfolio

To advance to candidacy, all students must complete a satisfactory program portfolio and present it to their committee at the same meeting where the student presents a proposal for the culminating activity.
The portfolio is intended to be reflective in nature and should show personal, professional and intellectual growth. It should also demonstrate how your M.A. program has prepared you to undertake your culminating activity (thesis/project, cognate project, or individualized examination). The portfolio also enables a student to meet the university-wide requirement of having achieved writing proficiency at a graduate level.

The goal of the portfolio reflection is to articulate for your committee how the entire experience of the M.A. program has contributed to your learning and growth as a professional. It must

- Consist of a 4-5 page double-spaced narrative reflection on your journey and revelations throughout the M.A. program.
- Make specific references to courses, experiences, and assignments
- Address the following areas, which are aligned to the School of Education Conceptual Framework:
  1) How has your MA program contributed to your personal, intellectual and professional growth?
  2) How has the breadth and depth of your knowledge changed:
     a. By reading and applying educational research generally?
     b. By reading and applying educational research in your program area concentration?
  3) How has your MA program increased your ability to critically analyze multiple historical, philosophical, and theoretical perspectives in education?
- Include artifacts from at least 4 M.A. courses to support the narrative.

Portfolios may be in paper or electronic form; ask your committee chair what format is preferred.
Proposal for Culminating Activity

In a document separate from the portfolio, you must demonstrate planning toward the completion of your culminating activity (thesis/project, cognate project, or individualized examination). Described below are the general requirements for the proposal, however, more specific details may be included with the discussions of each type of culminating activity in later sections of this handbook.

- A list of the individual(s) who have agreed to be members of your committee
- A description of your proposed thesis/project, cognate project, or individualized examination area(s) of study and a timeline for how you will accomplish this work. Writing the description should help you initiate your work on this activity, although it is almost inevitable that your focus will evolve as you learn more about the topic you have selected. The Culminating Activity Description should address the following questions:
  - How did you become interested in the topic that you intend to explore?
  - What do you intend to study, to do, or to find out? A preliminary literature review should also be part of the description.
    - 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 to answer your guiding question or resolve your problem statement.
    - If you plan to do a cognate, 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?

THE FINAL PRESENTATION (GSO2)

This public meeting is the culminating moment of your M.A. course of study. Your presentation date and time will be publicized in the School of Education. You are encouraged to invite family and friends. Some candidates choose to use the University Graduate Student Showcase, held each spring, or the School of Education’s own smaller showcase event each fall as the forum for their final presentations. In some cases, presentations made at schools, school board meetings, or parent education nights can serve as this final presentation. Talk with your committee chair about the option that is best for you.

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.

Be sure any written work (e.g., thesis/project, any written work connected to cognate project, etc.) has been approved by your committee chair so that you can give it to your committee at least two weeks before this meeting. Committee members typically wish to become familiar with your work and give you feedback on it before the final presentation takes place.

At the final meeting, the committee signs the GSO2 (Completion of Requirements) form, and the thesis title page and abstract (for thesis/project, if selected).

Before the School of Education will submit your GSO2 form to the University Graduate Studies Office for final processing, you must complete the School of Education Exit Survey online. Your feedback provides us with the information we need to keep improving the program and the learning experiences of graduate students in the School of Education.
The Thesis/Project

The thesis documents a systematic study of a significant and researchable question in education. In writing a thesis, the student learns about the existing state of the science in the chosen area, then selects an area for further study. This study is usually undertaken through conducting qualitative or quantitative research.

The thesis project is also a significant undertaking appropriate to education. The student who selects the thesis project will also conduct an extensive literature review, but will follow the review by developing curriculum, a website, a video, or some other original item that is grounded in the research that exists. The student who selects the thesis project does not need to conduct a research study to evaluate the educational piece that has been created. The work of the thesis project is in the creation of the project, which is grounded in the research. The thesis/project requires an extensive written product that will be housed in the SSU Library.

All theses/projects share the same foundation with these opening chapters:

1. Introduction: overview of the study, including research question(s)
2. Literature Review: comprehensive review of theory and research relevant to the study that illuminates candidate’s theoretical framework or captures what is already known about the topic

The research thesis, in which the student replicates previous research, conducts his/her own study, or in some way explores the topic in a novel way, continues with the following chapters:

3. Methods: description of research design, including methodological framework, research sample/participants, and methods of data collection and analysis
4. Results: Analysis of data
5. Discussion: implications, conclusions, and suggestions for further research

The thesis project is a way for the student to systematically review the existing research on a topic, then develop an original piece of curriculum, a practice, a handbook, or some other informative and original work. Its last three chapters are:

4. Description of procedure for developing the project
5. The project itself: the curriculum, website, video, etc.
6. Reflections and conclusions: e.g. results of project implementation, suggestions for further work in this area, etc.
Thesis Project Flowchart

Candidate completes EDUC 570, EDUC 571 and courses in concentration

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

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

Candidate completes and submits human subjects protocol

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

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

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

In most cases, the proposal will have been written as part of the student’s work in EDUC 598. In the proposal, the candidate should include the following:

- Rationale for thesis/project
- Thesis question(s) or project goals
- Proposed areas of study for literature review
- Tentative research methodology for thesis or procedure to complete project
- Timeline for completion of thesis/project
- Significance of this thesis/project

1. After receiving the committee’s approval and, when necessary, approval for conducting research with human subjects, the candidate conducts the research study for the thesis or develops the project.

2. Throughout the process, the candidate regularly seeks the advice and approval of the committee chair and, as appropriate, the other committee members. In some cases, the committee will meet as a whole with the candidate one or more times before the thesis/project is completed. For candidates conducting research studies, it is imperative that they discuss their data with their committee chair as they are collecting and analyzing it.

3. When the thesis/project is completed, the candidate and committee members schedule the thesis/project presentation (GSO2 meeting). A draft of the thesis/project must be submitted to committee members at least two weeks prior to the final meeting. Often this presentation is referred to as the “defense.” At this presentation, the candidate provides an overview of the thesis/project and responds to questions posed by the committee and others attending the presentation.

Thesis/Project Evaluation

1. Candidate submits thesis/project to committee two weeks prior to scheduled final meeting.

2. Committee members evaluate the thesis or project according to the criteria listed on the Thesis or Project Review form.

3. Committee members meet to compare evaluations of the thesis/project. If all committee members agree that the thesis/project meets all the criteria, the presentation will proceed as scheduled.
4. If come criteria are not met, the chair will meet with the candidate to explain the problems with the thesis/project and to instruct the candidate to revise as needed.

5. Candidates have three opportunities to complete the thesis/project satisfactorily.

6. Once the committee has determined that the thesis/project is satisfactory, the committee will meet with the candidate for the final meeting.

7. At the conclusion of the final meeting, the committee meets privately to make one of the following recommendations:

8. Thesis/Project is finished and ready to be submitted to the Graduate Studies Office.

9. Thesis/Project will need certain minor revisions before being submitted to Graduate Studies Office.
Cognate Pathway

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. These courses may be within or outside the School of Education, and they may be upper division (300 or 400 level) or graduate-(500) level, as long as the total number of upper division units in the M.A. degree program does not exceed 12. The cognate course of study must be documented and signed on the M.A. Degree Program Plan form, with a short rationale for this course of study attached to the form.

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

The culmination of this pathway is a significant undertaking through which students synthesize their 9-unit cognate course of study with the M.A. core courses, program concentration, and/or fieldwork. Most students who choose the cognate pathway create products directly related to their work in the field and which directly contribute to their professional growth.

The culminating experience should take less time to complete than a thesis: it is expected the student will lay the groundwork for the activity through the 9-unit cognate course of study.

Examples of cognate activities—all of which must be informed by program and cognate courses—are educational websites; in-service videos; professional presentations; creation, analysis, assessment, and/or implementation of curriculum; and other applications of ideas explored in program and cognate courses.

A 10-20 page written reflection, which includes the theoretical context for the work, must accompany whatever product the student has created.

Elements of the Cognate Culminating Experience

• Ties together candidate’s cognate and program area courses

• Illuminates the theoretical basis of the project

• Includes a written reflection
Candidate takes program courses and EDUC 570 and 571

Candidate meets with program advisor or committee chair to plan cognate course of study

Candidate completes cognate course of study

Candidate and committee meet for Advancement to Candidacy (GSO1 meeting)

Candidate takes EDUC 572 and works with committee to complete activity and reflection

Candidate and committee meet for final presentation (GSO2 meeting)
Cognate Proposal

The cognate proposal must include the following:

☐ Rationale for cognate culminating activity and connection of cognate course of study to the activity
  ○ A short review of the literature is appropriate in this section
  ○ A discussion of how courses selected for the cognate are related to the final project is also necessary.

☐ Goals for the activity

☐ Description of proposed activity

☐ Educational significance of proposed activity (to the candidate and to the profession)

☐ Action plan and timeline for completing the activity

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

Cognate Final Reflection

After completing the activity, the candidate writes a double-spaced 10 – 20 page reflection on the cognate experience. This reflection should:

☐ demonstrate a professional knowledge base in the areas addressed
  ✓ draws deeply from peer-reviewed and other appropriate research
  ✓ articulates connections between research literature and culminating activity

☐ draw connections between cognate course of study, program area coursework, and culminating activity, clearly showing how the three aspects of the cognate pathway informed each other

☐ describes cognate activity effectively
  ✓ evaluates the experience of developing the cognate project. What happened? How did the project change over the time of implementation?
  ✓ Discusses the results of the project.
  ✓ provides examples of what has occurred and/or what might follow from the culminating activity

☐ demonstrates activity’s value relative to candidate’s work as an educator and to the local educational context
Cognate Evaluation

1. The candidate submits the cognate product and reflection to committee members for their consideration.

2. When the committee chair and other committee members agree that the product and written reflection are satisfactory, the final presentation is scheduled.

3. The culminating activity and written reflection are evaluated according to the six criteria listed on the review form. Each criterion must be met for successful completion of the MA degree.

4. If any of the criteria are not met, the chair will meet with the candidate to explain the problems with the activity and/or written reflection and to instruct the candidate to revise as needed. The GS02 form is not signed until another meeting is scheduled.

5. Candidates have three opportunities to complete the activity and written reflection satisfactorily.

6. Once the committee has determined that the activity and written reflection are satisfactory, the committee will meet with the candidate for another final presentation.

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

The Individualized Examination

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

Candidate takes program courses and EDUC 570 and 571

Candidate meets with program advisor or committee chair to plan areas of focus and elective coursework

Candidate completes elective courses

Candidate and committee meet for Advancement to Candidacy (GSO1 meeting)

Candidate takes EDUC 573 and prepares for exam

Candidate takes exam

Committee evaluates exam

When committee determines that satisfactory, oral exam is scheduled

Candidate and committee meet for oral exam (GSO2 meeting)
Prior to taking EDUC 573, the candidate composes an individualized exam proposal and presents it to the committee, which must include the following:

1. Proposed areas of focus for individualized examination
2. Rationale for chosen areas of focus
3. Plan for exam preparation (remaining courses to take, research to conduct, etc.)

While registered for EDUC 573, the candidate meets regularly with his/her committee chair to discuss the areas of focus and to become familiar with the pool of questions from which the three exam questions will be selected.

The candidate, in consultation with the committee chair, may submit three potential questions, from which the committee will select one for the exam. The chair, in consultation with the rest of the exam committee, develops a pool of 8 – 10 questions from which the committee will select three for the exam. This pool of questions will be given to the candidate at least one month prior to the exam date.

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

### Individualized Exam Evaluation

1. Committee members meet to decide who will read each question. Each question must be read and evaluated by two committee members.

2. Committee members read and evaluate assigned questions according to the nine criteria listed on the review form. Each question is graded “PASS” or “NO PASS.”

3. Committee members meet to compare evaluations of questions. If members disagree on whether or not a candidate’s response is satisfactory, the third member will read it to help resolve the disagreement.

5. If one or more responses are unsatisfactory, the committee will meet with the candidate to explain the problems with the response(s) and to instruct the candidate to rewrite as needed.

6. Candidates have three opportunities to complete all responses satisfactorily. Candidates who do not pass the examination may petition to take a new examination after completing a period of study of no less than one semester (specifics determined by the committee).
7. Once the committee has determined that all responses are satisfactory, the exam is returned to the candidate prior to the oral exam, which must take place no later than two weeks after the candidate completed the written exam.

8. At the oral exam, committee members again evaluate the candidate’s responses according to the same criteria as were used for the written responses. The committee may either evaluate each question individually or consider them all together.
IMPORTANT UNIVERSITY POLICIES FOR GRADUATE STUDENTS

GPA Expectations

All courses applied to the program must be completed with an overall GPA of 3.00, and no course for which a final grade below C is assigned may be used to satisfy this requirement.

Full time load

Eight to 12 units of graduate-level coursework is considered a full-time load. However, students may take up to 15 units without special authorization.

The Financial Aid office considers 8 units to be full-time for graduate students.

Graduate students wishing to take over 19 units must have the endorsement of the department and the approval of the Director of Graduate Studies.

Acceptable Courses

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

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

At least 21 units must be completed in residence at Sonoma State University. Up to 30% of the program units may be taken in transfer from another university, with department and program approval.

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

Timelines

Graduate programs must be completed in no more than 7 years, which is computed as 14 semesters, not inclusive of summers.

Coursework that is more than seven years old may not be used toward the degree unless it is validated through examination or comparable experience. The department will determine whether sufficient cause exists to warrant the re-validation; if not, the coursework must be retaken or new coursework substituted.
Complete the final project

You have four semesters after taking your final course (EDUC 572 or EDUC 573 or EDUC 599) to complete your culminating MA thesis or project or exam. A grade of RP (Report in Progress) is awarded to students who do not finish their culminating project during the semester of enrollment in the corresponding course. The RP grade will remain until the student submits the thesis or project or individualized exam for review.

See “continuous enrollment requirements” for information on how to enroll in courses if you do not finish your project in one semester.

Students who do not complete the culminating activity in a timely fashion may be required to re-enroll in thesis or project units, and in some cases re-apply to the university and to the program.

Students who do not finish the degree within 14 semesters, not inclusive of summers, may petition the Graduate Studies Office for a one-semester extension of time with appropriate reasons. These petitions must be filed before the expiration of the four-semester time limit.

Continuous Enrollment Requirements (EDUC 578)

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.

EDUC 578: Project Continuation through the School of Extended and International Education is the most common way to maintain continuous enrollment after program classes have been completed. To register and pay the $250 fee, please call at 707-664-2394, Monday-Friday, 8am-4:30pm. It is not necessary to enroll in a class during the summer.

Students who wish to maintain eligibility for financial aid must maintain regular half-time enrollment and pay half-time fees. Students should use PeopleSoft to sign up for EDCT 578, EDEC 578, EDRL 578, EDEL 578, or EDSP 578, depending on their program area.

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

File for Graduation
Attend to university deadlines for filing for graduation. Filing for graduation triggers a check of your progress and will ensure that you have completed all requirements for finishing your degree.

Graduation application deadlines are:

- February 1 for spring graduation
- March 15 for summer graduation
- September 15 for fall graduation

http://www.sonoma.edu/aa/docs/gs/graduation_master_degree.pdf

Leave of Absence

If you expect to take more than one semester (not including Summer) away from your MA program, please file the Request for Leave Of Absence form:


Without this form, if you are not enrolled in classes for more than one semester, you will likely have to reapply to the University and possibly to the specific program within the School of Education. Check with Admissions and Records to see whether you are still “in the system.” Check with your advisor in the School of Education to see if you need to reapply to the School of Education.
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. School of Education graduate students are encouraged to take EDUC 570, The Reflective Educator early in their MA graduate program.

EDUC 571: RESEARCH PARADIGMS IN EDUCATION (3 UNITS)
This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers, and serves to acquaint students with basic principles and techniques of educational research. Grade only. Prerequisite: admission to M.A. in Education program. EDUC 571, Research Paradigms in Education, may not be taken during the first semester of a graduate student’s MA program except with the permission of the instructor and the appropriate department graduate advisor. Decisions regarding all EDUC 571 enrollment exceptions shall be based on the student’s previous experience and knowledge of research methods and the student’s progression/advancement in their MA program.

EDUC 572: SUPERVISED STUDY FOR THE COGNATE PROJECT (3 UNITS)
This supervised independent study provides students with guidance in the completion of their cognate project. Under the direction of the committee chair, and in consultation with all committee members, students will complete 1) a project that synthesizes their cognate coursework and connects it to their M.A. Program Concentration, and 2) a scholarly reflection which accompanies the project. It is not a class that meets. You work with your committee chair and other committee members. Cr/NC. Prerequisite: advancement to candidacy.

EDUC 573: SUPERVISED STUDY FOR THE INDIVIDUALIZED EXAMINATION (3 UNITS)
This supervised independent study provides students with guidance in preparing for the individualized examination. Under the direction of the committee chair, and in consultation with all committee members, each student will determine the areas of study to be addressed in the examination, choose relevant readings, and conduct a concentrated study of those areas to prepare for the exam. Following completion of the written exam, students will take an oral exam in which committee members ask follow-up questions to
the written responses. It is not a class that meets. You work with your committee chair and other committee members. Cr/NC. Prerequisite: advancement to candidacy.

EDUC 598: DEVELOPING A THESIS/PROJECT (3 UNITS)

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

EDUC 599: SUPERVISED STUDY FOR THE THESIS/PROJECT (3 UNITS)

This supervised independent study provides students with guidance in the completion of their thesis/project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 (Developing a Thesis/Project). It is not a class that meets. You work with your committee chair and other committee members. Cr/NC. Prerequisite: advancement to candidacy.
PROGRAM AREAS OF CONCENTRATION

Curriculum, Teaching, and Learning (CTL)

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

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

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

CTL PROGRAM AREA OF CONCENTRATION COURSEWORK (18 UNITS)

Required CTL Courses (6 units):

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

EXAMPLES OF AREAS OF EMPHASIS (12-16 UNITS):

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

ADvising

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

Revised, August 2013
REQUIREMENTS FOR ADMISSION

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

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

A completed application form

Two (2) letters of reference

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

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

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

For information please contact either:

School of Education Office (707-664-3115)

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

Early Childhood Education (ECE)

The Early Childhood Education Concentration is designed to prepare professionals to work with children in preschools and community-based programs that serve children from birth to eight years old, and to take leadership roles in the field of early childhood education. Required coursework focuses on working with diverse families and young children and advanced study of cognitive, language, social, emotional, and moral development. Improvement of classroom curriculum and assessment from infancy through the primary grades is another emphasis of the program. Candidates need not possess a teaching credential; they may prepare for leadership and advocacy positions in a variety of settings. However, a basic course in child development and at least one year of experience working
with children in educational settings are prerequisites to admission to the program. Details are available from the Early Childhood Education Program Advisor.

**REQUIRED ECE CORE COURSES IN CONCENTRATION (12 UNITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 531</td>
<td>The Role of Play in Development and Learning (offered Fall of odd numbered years)</td>
</tr>
<tr>
<td>EDEC 532</td>
<td>Social-Moral Development in Childhood (offered Fall of even numbered years) (It will be taught in the framework of Action Research)</td>
</tr>
<tr>
<td>EDEC 535</td>
<td>Advocacy and Leadership in Early Childhood Education (offered Spring of odd numbered years)</td>
</tr>
<tr>
<td>EDEC 538</td>
<td>The Development of Language and Thinking in Infancy through Middle Childhood (offered Spring of even numbered years)</td>
</tr>
</tbody>
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**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 400 Foundations of Special Education
- EDSP 426 Communication Development: Assessment and Instruction (Fall only)
- EDSP 432 Designing Inclusive Environments in Early Childhood Education

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

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

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 MA. program as an area of concentration.

Educational leadership coursework (18 units)

Preliminary administrative services credential courses:

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

EDEL 580A Educational Leadership and School Management (3 units)
EDEL 580B Educational Leadership and School Management (3 units)
EDEL 581 Management of Educational Personnel: Policies and Procedures (3 units)
EDEL 582 Educational Policy and Politics (3 units)
EDEL 583 School Law (3 units)
EDEL 588 Educational Curriculum, Instruction, and Program Assessment (3 units)
EDEL 589 Leadership with Diverse Populations (3 units)
EDEL 587 Field: Experiences in Administration (3 units per semester for two semesters [taken credit/ no credit and not usually applied to the M.A.])

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

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

Requirements for Admission

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

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

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

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

For information please contact either:

School of Education Office (707-664-3115)

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

707-664-3238
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 and Literacy Added Authorization
3. Reading and Literacy Leadership Specialist Credential

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

Reading and Language Masters Degree

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

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

PROGRAM CONCENTRATION COURSEWORK – 30-36 UNITS

Reading/Language Core (9 units in EDRL courses)
- 507 Research in Language and Literacy (3)
- 521A Language Development in First and Second Languages (3)
- 522 Assessment & Teaching in Reading (3)

Electives (9 units)

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

Reading and Literacy Added Authorization

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

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

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

### PROGRAM PREREQUISITE

A basic teaching credential is required for admission

### AUTHORIZATION PREREQUISITE

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

### EDRL PROGRAM COURSEWORK – 15 UNITS

#### BLOCK 1 DEVELOPING A PERSONAL MODEL OF LITERACY — SPRING

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

- **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)
Reading and Literacy Leadership Specialist Credential

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

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

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

PROGRAM PREREQUISITE

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

SPECIALIST CREDENTIAL PREREQUISITE

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

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

527B Advanced Clinical Field Experience (3)

**Block 4 Developing Professional Literacy Models — Fall**

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

507 Research in Language and Literacy (3)

525 Leadership & Policy in Literacy Programs (3)

**APPLICATION PROCEDURES**

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

University applications are available from the [www.csumentor.edu](http://www.csumentor.edu) and program applications at the School of Education website at [www.sonoma.edu/education](http://www.sonoma.edu/education)

Acceptance into a graduate program in Education is dependent on acceptance to the University.

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

1. A completed program application form.

2. *Official* transcripts from each college or university you have attended.
For the MA, submit one set of transcripts.

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

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

3. A copy of your valid California teaching credential.

4. Two recent letters of reference that address your qualifications as a professional educator and the likelihood of your success in advanced academic coursework.

5. A completed Fieldwork Background sheet documenting the range of your experiences in teaching reading. (See attached.)

6. A Professional Goals Statement that includes a reflection on your teaching experiences and your vision of how graduate study will contribute to your professional goals. Your response will be evaluated on the organization and clarity of your ideas and the appropriate use of written English language conventions. (See attached.)

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

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 must hold a teaching credential to enroll in this program, although 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.

Special Education Program Concentration Coursework (9-12 units)
Candidates must apply 9-12 of these units toward their M.A. degree.
- EDSP 512 (3 units): Advanced Issues in Assessment, Curriculum, & Instruction of Students with Disabilities
- EDSP 513 (3 units): Current and Emerging Research and Practice in Special Education
- EDSP 514 (3 units): Advanced Communication, Collaboration, & Consultation in Special Education
- EDSP 515 (3 units): Advanced Legal Issues in Special Education

Electives (6-18 units)
Candidates have the opportunity to seek breadth or depth in a related area of study through completion of elective courses. The number of elective units needed to complete the M.A. degree requirements varies depending upon the M.A. pathway selected. Elective coursework may be drawn from other graduate programs in the School of Education, or other departments at Sonoma State University, such as psychology, counseling, kinesiology, or others. These courses are selected with the advice and approval of the M.A. advisor.

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

FOR MORE INFORMATION, PLEASE CONTACT EITHER:

School of Education Office (664-3115)
Department of Educational Leadership and Special Education at (707) 664-4203
Teaching English to Speakers of Other Languages (TESOL)

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

**PREREQUISITE:**

Two years of university foreign language study or equivalent

**CO-REQUISITE:**

A general linguistics course, such as English 341

**TESOL CONCENTRATION COURSEWORK (18 UNITS):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 540</td>
<td>Theories and Research in Second Language Acquisition</td>
</tr>
<tr>
<td>EDTE 541</td>
<td>Advanced Pedagogical Grammar for Teaching ESL/EFL</td>
</tr>
<tr>
<td>EDTE 542</td>
<td>Teaching Multilingual Writers</td>
</tr>
<tr>
<td>EDTE 543</td>
<td>Practicum in Teaching English as a Second Language</td>
</tr>
<tr>
<td>EDTE 544</td>
<td>Advanced Methods of Teaching ESL/EFL</td>
</tr>
<tr>
<td>EDTE 545</td>
<td>Special Topics in ESL/EFL</td>
</tr>
</tbody>
</table>

Electives (6 units for Cognate Pathway)
<table>
<thead>
<tr>
<th>Name</th>
<th>Area of Interest</th>
<th>Degrees, Institutions, and Years</th>
</tr>
</thead>
</table>
| CARLOS AYALA       | • Science Education  
                      • Assessment  
                      • Student Cognition and Knowledge  
                      • Quantitative Research Methods | PhD, Stanford University, 2002  
MA, San Diego State University, 1996  
BA, University of California, Santa Cruz, 1985 |
| EMILIANO AYALA     | • Special Education  
                      • Universal Design for Learning  
                      • Early Childhood/Special Education  
                      • Families/Diversity/Disabilities Studies  
                      • Special Education Policy and Law | PhD, SDSU/Claremont Graduate University, 2000  
MS, San Diego State University, 1989  
BA, University of California Santa Cruz, 1986 |
| SANDRA AYALA       | • Special Education  
                      • Assistive Technology  
                      • Video Self Modeling  
                      • Response To Intervention  
                      • Autism  
                      • Communication / Language Development  
                      • Teacher Development  
                      • Educational Technology  
                      • Quantitative and Qualitative Research | PhD University of California Riverside, 2010  
MA University of Northern Colorado, 1989  
BS State University of New York Geneseo, 1985 |
| CHIARA BACIGALUPA  | • Early Childhood Education  
                      • Moral Development/Moral Education  
                      • Child Care Quality  
                      • Giving Voice to Children’s Perspectives in Educational Research  
                      • Qualitative Research Methods | PhD, University of Minnesota, 2005  
MA, California State University Northridge, 1991  
BA, University of California Santa Cruz, 1987 |
| SUSAN CAMPBELL     | • History Education  
                      • Qualitative Research Methods  
                      • Social and Philosophical Foundations of Education  
                      • Global Education in Elementary and Middle Schools  
                      • Service Learning Development in K-8 Schools | PhD, University of California, Davis 2006  
MA, University of California, Davis 2003  
MS, California State University, Hayward 1986  
BA, Virginia Polytechnic Institute and State University, 1977 |
<table>
<thead>
<tr>
<th>Name</th>
<th>Expertise</th>
<th>Education</th>
</tr>
</thead>
</table>
| PAUL CROWLEY    | • Reading/Language Arts  
• Special Education  
• Curriculum                      | PhD, University of Missouri, Columbia, 1991  
MEd, University of Missouri, Columbia, 1980  
BS, University of Missouri, Columbia, 1978 |
| MARY DINGLE     | • Special Education: Families;  
English Learners; Academic  
Interventions; School Culture | PhD, CSU Los Angeles/UCLA, 2001  
MA, Sonoma State University, 1987  
BA, Sonoma State University, 1981  
AA, Santa Rosa Junior College, 1977 |
| 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                      | PhD, University of California, Berkeley, 1988  
MA, University of California, Berkeley, 1982  
BA, Yale University, 1976 |
| KELLY ESTRADA   | • Reading/Language Arts Education  
• Second Language Acquisition and Literacy  
• Curriculum Development and Instruction  
• Educational Technology  
• Teacher Professional Development | PhD, University of California, Los Angeles, 1997  
MA, University of California, Los Angeles, 1991  
BA, University of California, San Diego, 1988 |
| JOHANNA FILP-    | • Early Childhood  
• Parent Participation  
• Teacher Development  
• Multicultural Education  
• Qualitative and Quantitative Research  
• Educational Evaluation           | PhD, Albert-Ludwig-Universitat, 1987  
MA, University of British Colombia, 1970  
BA, University of British Colombia, 1968 |
| HANKE           |                                                                     |                                                                                             |
| KAREN GRADY     | • Qualitative Inquiry  
• Content Area Literacy & Adolescent Literacies  
• Sociocultural Approaches to Literacy  
• Second Language Acquisition and Literacy  
• Curriculum Theory & Development | PhD, Indiana University, 2001  
MA, University of San Francisco, 1985  
BA, Santa Clara University, 1975    |
<table>
<thead>
<tr>
<th>Name</th>
<th>Areas of Expertise</th>
<th>Education Details</th>
</tr>
</thead>
</table>
| PAULA LANE    | • Science Education  
• Qualitative Inquiry Methodology  
• Elementary Education  
• Teacher Research  
• Cooperative Learning | PhD, Michigan State University, 2003  
BS, University of California, Los Angeles, 1977 |
| JENNIFER MAHDAVI | • Pre-referral Intervention and Response to Intervention  
• Reading instruction for at-risk students  
• Mild-moderate disabilities  
• Emotional/behavioral disorders  
• Positive Behavior Support  
• Collaboration and Consultation | PhD, University of California, Riverside, 2000  
MA, University of California, Riverside, 1996  
BA, California State Polytechnic University, Pomona, 1990 |
| PERRY MARKER  | • Curriculum Theory and Research  
• History and Philosophy of Education  
• School Change  
• Alternative Forms of Education  
• Teaching and Learning  
• Social Sciences  
• Critical Theory | PhD, Indiana University, Bloomington, 1986  
MS, Bowling Green State University, 1978  
BS, Bowling Green State University, 1973 |
| VIKI MONTERA  | • Organizational Development, Theory, and Change  
• Professional Development/Learning Communities  
• Democratic Schooling  
• Curriculum and Learning Theory  
• School - Community Relationships  
• Alternative Assessment | EdD, University of Arizona, 1996  
MA, University of N. Colorado, 1980  
BA, University of N. Colorado, 1974 |
| KATHY MORRIS  | • Mathematics Education  
• Professional Development/In-service Teacher Education  
• Constructivist Teaching  
• Qualitative Research Methods, especially ethnography and/or discourse analysis | PhD, University of Michigan, 2003  
MA, San Francisco State University, 1995  
BA, University of California, Berkeley, 1987 |
| MARYANN NICKEL | • Reading, Writing, and the Language Arts, K-12  
• Adult Literacy  
• English Language Development  
• Curriculum Theory and Application | PhD, Indiana University, 1998  
MEd, University of Missouri, St. Louis, 1976  
BA, University of Missouri, St. Louis, 1973 |
<table>
<thead>
<tr>
<th>NAME</th>
<th>EDUCATION AND RESEARCH</th>
<th>DEGREES AND INSTITUTIONS</th>
</tr>
</thead>
</table>
| JESSICA K. PARKER | •Professional Development Schools & Partnerships  
•School Change and Professional Renewal | PhD, University of California, Berkeley, 2009  
MA, University of California, Berkeley, 1998  
BA, University of California, Berkeley, 1996 |
| PAUL PORTER | •Educational Leadership  
•School Law  
•Educational Evaluation and Research  
•Student Behavior and Interventions  
•School Counseling | EdD, Brigham Young University, 1977  
MS, California State University, Sacramento, 1972  
BS, University of California, Davis, 1969 |
| MEGAN TAYLOR | •Secondary mathematics education  
•Secondary mathematics teacher education and professional development  
•Middle-school teaching and learning  
Algebra education  
•Curriculum use | Postdoctoral Fellow, Harvard Graduate School of Education, 2010-2012  
PhD, Stanford University, 2010  
MA, Stanford University, 2002  
BS, University of California, Davis, 2001 |
FORMS

The following Graduate Studies forms can be downloaded and printed from the School of Education website:

**GENERAL FORMS**

- M.A. Degree Program Plan
- Application for Award of Master’s Degree

**ADVANCEMENT TO CANDIDACY**

- GSO1 (Advancement to Candidacy)

**HUMAN SUBJECTS PROTOCOL**

- IRB Human Subjects Application

**PROGRAM COMPLETION**

- GSO2 (Completion of Requirements)
- Cognate Review Form
- Thesis Review Form
- Thesis Project Review Form
- Individualized Exam Review Form