

EDUCATION

SCHOOL OFFICE

Stevenson Hall 1078

(707) 664-3115/2132

www.sonoma.edu/education

STUDENT SERVICES/CREDENTIALS OFFICE

Stevenson Hall 1078, (707) 664-2832

credentials.office@sonoma.edu

The Student Services Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available to provide application information and credential information to prospective students, continuing students, out of state teachers/administrators, University constituents, and the University service area in general.

CAREER OUTLOOK

California faces the daunting task of replacing 300,000 teachers over the next ten years. Currently shortages of credentialed teachers exist in mathematics, science, special education, Spanish, and bilingual education. In addition to public schools, graduates of the School of Education find positions in community agencies and in the private sector.

Scholarship Opportunities for Teacher Preparation

TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant is a program created through the federal government's College Cost Reduction and Access Act of 2007. The federal TEACH Grant program provides grants of up to \$4,000 per year to students who are interested in earning a California teaching credential, meet certain criteria, and who are enrolled in programs at Sonoma State University that have been designated as eligible. You can receive eligibility and application procedures at the SSU Financial Aid Office.

F. George Elliott Exemplary Student Teaching Scholarship

This scholarship recognizes a credential candidate who is currently completing full time student teaching or internship and whose practice and professional dispositions exceed excellence on all program performance and disposition standards. Each of the three School of Education departments may nominate one candidate for this award each semester. Nominees should excel in:

- Educating the whole student;
- Implementing curriculum and pedagogy that are innovative, creative, and reflective of program preparation;
- Reflecting on their practice; and
- Engaging with the school, community and families.

Elliott Fellowship for Professional Renewal

This award is open to all Santa Rosa City School District middle school, junior high and senior high teachers who have completed from three to nine years teaching in the Santa Rosa City School District. It provides the recipient a two-semester scholarship in the amount of part- or full-time enrollment fees plus an additional 20% toward fees for books and supplies. Candidates apply for this award, and the recipient will be selected by a faculty committee appointed by the Dean. Each recipient of this award must complete the two-semester scholarship period within five years of receiving the award. All applicants must meet admissions requirements for graduate study at SSU.

Noyce Scholarship

The Noyce Scholarship program will provide

- (a) scholarships to undergraduates who are part of a mathematics undergraduate teacher program and/or science students intent on becoming teachers;
- (b) scholarships to math or science teacher candidates in their credential programs; and
- (c) Noyce Scholar internship opportunities to work with master teachers in high-need K-12 schools.

The project is based in the Science and Mathematics Teacher Recruitment and Retention Initiative (SMTRI) program at Sonoma State University (www.sonoma.edu/education/grants/smtri).

SMTRI (Mathematics and Science Teacher Initiative) Programs

SMTRI supports a variety of programs to recruit math and science majors into the teaching profession as well as ensure more credentialed teachers receive an additional Foundational Level Credential in science and/or math. It supports undergraduate education courses to introduce future teachers to the teaching profession; it assists newly-credentialed math and science teachers with a stipend to pay for their registration fees for CBEST and CSETs and credentialing filing fees. Additionally, it pays the five units for the Foundational Level General Science Teaching Credential Institute offered in the summer for credentialed teachers and nine units for the Foundational Level Mathematics Teaching Credential Institute offered in the spring, summer, and fall.

Patricia Nourot Memorial Scholarship

This scholarship provides funds to cover educational expenses for students in the Early Childhood Education minor or the master's degree program with an emphasis in Early Childhood Education. In each academic year, applications will be considered and one scholarship of up to \$300 will be awarded. Applicants should show potential for leadership in the field of Early Childhood Education. The student who is awarded the scholarship will be notified by December 15, and the funds will be available for spring semester.

Credential Programs

Child Development Permit

The California Child Development Permit is issued by the Commission on Teacher Credentialing (CTC). The permit is organized into different levels, each authorizing the holder to perform different levels of service in child development programs. Sonoma State University is authorized to process Child Development Permit applications at the Assistant Teacher, Associate Teacher, and Teacher levels for preschool programs. Additional information and application packets are available online at <http://www.sonoma.edu/users/f/filp/ece/-permit.htm>.

Multiple Subject and Single Subject Credentials

Individuals interested in teaching at the elementary school level should apply to the Multiple Subject Credential Program, which prepares candidates to teach in a self-contained classroom, kindergarten through grade 12.

The single subject credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential generally is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12).

The multiple subject and single subject credentials authorize the teaching of students at various stages of English language development and from a variety of cultural backgrounds.

Education Specialist Credential

The Education Specialist (special education) Credentials, Preliminary and Level II, are offered for mild/moderate and moderate/severe disabilities and authorize the holder to provide services in K-12 special day classes (SDC) or resource specialist program classes (RSP). Added Authorization for Autism Spectrum can be added to Level I.

Advanced Credentials and Certification

Individuals possessing a basic teaching credential may enter programs leading to specialist or service credentials. These advanced credentials authorize the holder to perform specialized roles in public schools.

The advanced credentials we offer are:

- Education Specialist II
- Preliminary Administrative Services Credential I (PASC I)
- Professional Administrative Services Credential II (PASC II)
- Reading Certificate
- Reading and Language Arts Specialist Credential
- Teaching English to Speakers of Other Languages (TESOL) Certificate

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

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

Admissions

Basic Teaching Credential Programs

Basic teaching credentials include Multiple Subject, Single Subject, and Preliminary Education Specialist Credentials. The basic authorization to teach in the California public schools requires all the following:

- Possession of a bachelor's degree;
- Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s);
- Basic Skills Requirement met via appropriate option;
- Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement;
- Completion of a state-approved program of professional teacher education;
- Valid Adult, Child, Infant CPR card; and
- RICA (Multiple Subject and Education Specialist only).

Note: Students should consult with the Student Services Office during their first semester on campus if they plan to pursue a teaching credential. Students admitted to a credential program should contact the Student Services Office for any changes in requirements.

California State University Requirements for Admission to Basic Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Application/admission to the University;
2. Submission of application to a basic credential program through the School of Education;
3. Professional Goals Statement;
4. Grade point average of 2.75 in last 60 units of attempted course work or a 2.67 overall grade point average;
5. Basic Skills Requirement met via appropriate option;
6. Two letters of recommendation, dated within six months of application to the program;
7. Verification of appropriate subject matter competency completed (requirement depends on type of credential sought);
8. Submission of negative TB test dated within 12 months of application to the program;
9. Filing of the application for a Certificate of Clearance, which includes fingerprinting;

10. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, candidate's professional goals statement, and spontaneous writing sample;
11. Evidence of 45 hours of experience working with school-age children (completed within the last two years); and
12. Verification of understanding of professional responsibilities related to harassment, child neglect or abuse, and discrimination. Successful completion of the Legal Seminar and assessment offered in the School of Education meets this requirement; and
13. For admission to Multiple Subject, Single Subject, and Education Specialist programs, a passing score on the appropriate CSET subtests is required. See the CSET Exam information and registration guide: <http://www.cset.nesinc.com/>.

Contact the Student Services Office for information about the latest test date that will be acceptable for the semester in which you are applying. Even if you request scores to be sent to the University directly from the testing company, also submit a photocopy of scores directly to the Credentials Office.

PLEASE NOTE: Students may be eligible to request a Special Admission Petition for the CSET passing requirement, under certain circumstances. For more information on these options, please email the Student Service Office at credentials.office@sonoma.edu.

The Student Services Office provides information regarding standards and dates for application to programs in the School of Education.

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

Undergraduate Integrated/Blended Degree and Credential Programs

The Integrated/Blended Degree and Credential Programs offer undergraduate students the opportunity to earn a four-year baccalaureate degree and a teaching credential simultaneously. The undergraduate blended degree program is currently available for Track 3 majors in Hutchins Liberal Studies, leading to a multiple subject credential. Students in this program must receive advising about course sequence prior to, or very early in, their freshman year; enroll in an average of 15-18 units per semester; and be willing to take courses in at least one summer session.

For Secondary Education, integrated programs are available for majors in music and kinesiology leading to the Single Subject credential. This option may be available to transfer students, depending on the program of interest. For more information contact the Student Services Office in the School of Education.

Foundational Authorizations

The Foundational Level General Science Teaching Credential authorizes teaching integrated science through 8th grade and general science at the high school level (as opposed to college-prep high school biology, chemistry, or physics).

The Foundational Level Mathematics Teaching Credential authorizes the holder to teach the following content areas: general mathematics, all levels of algebra, geometry, probability and statistics, and consumer mathematics. Calculus and math analysis classes are outside the scope of the authorization.

Contact the School of Education Student Services/Credentials Office (credentials.office@sonoma.edu) for further information.

Procedures for Admission to Basic Teaching Credential Preparation Programs

The Student Services Office provides information regarding admissions requirements and dates for application to programs in the School of Education.

Obtain application packets and additional information from the Credentials Office, Stevenson 1078, or on the website, www.sonoma.edu/education. Submit to the Credentials Office, Stevenson 1078.

Continuation in Basic Teaching Credential Preparation Programs

1. All education students are required to attend at least one advising session each semester, or meet with an advisor.
2. Students must successfully complete all requirements for each program phase—including coursework, practica, and student teaching—before entering the subsequent phase.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of C- or below in professional education courses must be retaken and statutory requirements met prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

In all School of Education programs students are expected to meet and maintain high academic and performance standards, including all of the following (additional standards may be required by specific programs):

- Maintenance of a 3.00 GPA in all professional education courses (nothing lower than a C, including prerequisites);
- Successful completion of required field experiences;

- Successful completion of a program portfolio prior to advancement to the final phase of the program and/or completion of the final field experience; and
- All credential candidates in Multiple Subject and Single Subject programs will be required to successfully complete the Performance Assessment for California Teachers (PACT).

Clearing a Preliminary Credential

If you hold a California preliminary multiple subject, single subject, or education specialist credential and you have questions about completing requirements to clear the credential, please contact the Credentials Office at credentials.office@sonoma.edu.

Master of Arts in Education

Description of M.A. in Education Programs

Sonoma State University's School of Education offers five advanced credential programs and six areas of concentration within the Master of Arts in Education degree. Each of these programs reflects the philosophy, purpose, and goals of the School of Education Conceptual Framework, developed by the School of Education faculty. In our M.A. programs, students critically examine educational theories and research through a variety of empirical, theoretical, and cultural lenses to develop an informed educational vision and innovative pedagogy in a variety of educational settings. Students have the opportunity to collaborate with faculty and colleagues to examine and influence current educational practice through research, project development, and advocacy. We expect graduates to emerge from their work at Sonoma State University as leaders in their field and agents of change.

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

- Curriculum, Teaching, and Learning (see Department of Curriculum Studies and Secondary Education);
- Early Childhood Education (see Department of Literacy Studies and Elementary Education);
- Educational Leadership (see Department of Educational Leadership and Special Education);
- Reading and Language (see Department of Literacy Studies and Elementary Education);
- Special Education (see Department of Educational Leadership and Special Education); and
- Teaching English to Speakers of Other Languages (see Department of Curriculum Studies and Secondary Education).

Throughout their years in an M.A. program, students are required each semester to meet with the graduate advisor in their area of concentration to plan collaboratively their progress in the M.A. program. Students may also confer with other graduate program faculty and the Director of Graduate Studies for advice and guidance in their coursework and professional development. Students must maintain

a 3.00 grade point average in all coursework in the approved M.A. program as well as in all coursework taken subsequent to admission in conditionally classified standing.

For more information about the M.A. in education, read our M.A. handbook online at www.sonoma.edu/education/Masters.htm

Prerequisites for the M.A. in Education Program

- A bachelor's degree from an accredited institution;
- A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education; and
- A valid basic teaching credential (except in Curriculum, Teaching, and Learning, Early Childhood Education, and TESOL).

Procedures for Applying to the M.A. in Education Program

1. Apply to the University as a graduate student;
2. Apply to the School of Education; and
3. Submit the following:
 - a. A professional goals statement;
 - b. One set of official or unofficial transcripts;
 - c. One photocopy of a valid basic teaching credential, when required; and
 - d. Two current letters of reference attesting to academic potential and professional promise (except where otherwise noted).

M.A. Core Courses

Two core courses are required for all M.A. in education program areas of concentration:

EDUC 570 The Reflective Educator 3

EDUC 571 Research Paradigms in Education 3

Pathways to Program Completion

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

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

1. Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in the student's 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 the development of 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, co-relational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, a performance piece, or a creative project.

For students pursuing the thesis/project pathway, two additional core courses are required:

EDUC 598 Developing a Thesis/Project 3

EDUC 599 Supervised Study for Thesis/Project 3

2. Cognate

The cognate pathway is a 36-unit course of study, including 18 units in student's 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, which 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, or field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project displays understandings, practices, and theoretical perspectives on the candidate's program area of concentration and cognate course of study. Projects should arise out of candidate's 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.

For students pursuing the cognate pathway, one additional core course is required:

EDUC 572 Supervised Study for the Cognate Project 3

3. Individualized Examination

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

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

For students pursuing the individualized exam pathway, one additional core course is required:

EDUC 573 Supervised Study for the Individualized Examination 3

PLEASE NOTE: None of the M.A. core courses may be taken through Extended Education.

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 the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

- Personal, intellectual, and professional growth over the course of the M.A. program;
- Written language proficiency;
- Breadth and depth of knowledge in educational research;
- Breadth and depth of knowledge in the program area of concentration;

- Critical analysis of multiple historical, philosophical, and theoretical perspectives in education; and
- Evidence of planning toward the completion of the culminating activity (thesis/project, cognate project, or individualized examination).

Requirements for Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. area of concentration courses;
- Presentation and approval of program portfolio;
- Presentation of culminating activity proposal; and
- Filing of Advancement to Candidacy form (GSO 1) with School of Education Director of Graduate Studies.

Requirements for the M.A. Degree in Education

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

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - a. a maximum of 12 units of upper-division courses
 - b. not more than 9 semester units of transfer and/or extension credit
2. Filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project; and
3. Completion and final approval of culminating activity (thesis/project, cognate project, or individualized examination).

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study. Students have four semesters after taking their final course (EDUC 599 or EDUC 572 or EDUC 573) to complete the culminating activity.