

CALIFORNIA STATE UNIVERSITY,
SACRAMENTO

DEPARTMENT OF TEACHER
EDUCATION



SACRAMENTO
STATE

GRADUATE STUDENT
HANDBOOK

2007 - 2009 EDITION

TABLE OF CONTENTS

Introduction	4
Graduate Programs Offered	4
PROGRAMS IN TEACHER EDUCATION: ADMISSIONS, ADVANCEMENT AND DEGREE REQUIREMENTS	6
Master of Arts in Education - Common Requirements and Procedures.....	7
Master of Arts in Education - Curriculum and Instruction Option	10
Master of Arts in Education - Educational Technology Option.....	12
Masters of Arts in Education – Language & Literacy Option.....	15
Master of Arts in Education – Behavioral Sciences Option – Gender Equity Studies.....	17
SPECIALIST CREDENTIALS AND CERTIFICATES	19
Reading/Language Arts Specialist Credential - 24 units.....	20
Educational Technology Certificate - 12 units.....	22
Mathematics Education Certificate - 12 units.....	24
Reading Certificate - 12 Units (Certified through the CCTC)	25
STEPS FOR ENTERING AND COMPLETING A MASTER’S DEGREE PROGRAM IN THE DEPARTMENT OF TEACHER EDUCATION	27
1. Apply for admission/classification	29
2. Take and pass the Writing Proficiency Exam.....	30
3. Advance to candidacy	30
4. Culminating Experience	31
5. Continuous Enrollment.....	33
6. Apply to graduate.....	34
7. Submit project/thesis.....	34
Plagiarism.....	35
PROGRAM COORDINATOR, CULMINATING EXPERIENCE CHAIR, AND TEACHER EDUCATION FACULTY	36
Program Coordinator	37
Program Coordinators for 2006-2007	37
Culminating Experience Chair.	37
Second Reader.....	38
Graduate Coordinator	38
The Culminating Experience	39
What is a Thesis?	40
What is a Project?.....	41
Comparisons between Culminating Experience Options	41
Culminating Experience (Thesis or Project) Review Criteria	42
Abstract.....	43
Required Pages and Pagination	43

Production.....	43
Binding Fee, Submission of Copies, and Report of Completion Form	43
Writing Guidelines.....	43
Additional Culminating Experience Information and Suggestions.....	43
I. Defining a Topic.....	43
II. The Literature Review (both thesis and project).....	43
III. Specifying Questions and Hypotheses (usually thesis only).....	43
IV. Developing a Design (thesis only)	43
V. Completing the Culminating Experience (Thesis Only).....	43

Introduction

Teaching is among the most challenging and personally rewarding of professions. The professional educator brings together subject matter knowledge, appropriate strategies, and interpersonal skills essential to providing successful learning experiences for students. The contemporary teacher is well-versed in individualized instruction and sensitive to developmental and socio-cultural issues involving the learner. The Department of Teacher Education supports a developmental model of teacher preparation and professional growth during the undergraduate and post-baccalaureate years through professional preparation programs, induction into the field, ongoing practice and professional development over the long term, and/or preparation for doctoral study or specialized service.

The basic credential curriculum consists of course work, field experiences, assessment strategies, and clinical supervision and accommodates the California Teacher Performance Assessment (TPA) process by providing instruction in blended, fifth year, or intern programs. The nature and purpose(s) of our graduate programs is to support induction into the field, ongoing practice over the long term, and/or preparation for doctoral study or specialized service.

This handbook is intended for students interested in the graduate studies programs. For information on the Professional Education Components of the Multiple and Single Subject Teaching Credential programs, contact the Teacher Preparation Program office, Eureka Hall 216, (916) 278-6403.

Graduate Programs Offered

The Department of Teacher Education provides graduate programs in three different areas:

Master of Arts in Education, specialist credential, and certificate programs.

- I. The four Masters of Arts in Education programs are:
 - a. Curriculum and Instruction - multiple emphases available
 - b. Educational Technology - cohort only
 - c. Language and Literacy
 - d. Behavioral Sciences (Gender Equity Studies)

- II. The specialist credential program is offered to graduate students in Language and Literacy:
 - a. Reading/Language Arts Specialist Credential

- III. The two certificate programs are:
- a. CSUS certification:
 - i. Educational Technology
 - ii. Mathematics Education
 - b. California Commission on Teacher Credentialing (CCTC) certification in reading:
 - i. Reading Certificate

For general graduate program information, please contact:

Suzy Lunstead Graduate Admission & Records Coordinator Department of Teacher Education Eureka Hall 202	alcalde@csus.edu (916) 278-5559, Fax (916) 278-6643 http://edweb.csus.edu/edte
---	---

CSUS, College of Education
6000 J Street
Sacramento, CA 95819-6079

PROGRAMS IN TEACHER
EDUCATION:
ADMISSIONS, ADVANCEMENT
AND DEGREE REQUIREMENTS

Master of Arts in Education - Common Requirements and Procedures

- I. Common Admission Requirements:
 - A. All graduate degree programs in the Department of Teacher Education require a baccalaureate degree.
 - B. See additional requirements under each degree program.
- II. Common Admission Procedures:
 - A. Applications are accepted as long as room for new students exists. However, students are required to apply by April 1 for the following Fall or October 1 for the following Spring. Applications received after April 1 for Fall or October 1 for Spring will be returned to applicant.
 - B. These deadlines are established to allow time for admission before Computer Access Student Phone Entry Registration (CASPER). All prospective graduate students, including CSUS graduates, must file the following with the CSUS Graduate Studies Office:
 1. A University application for graduate admission (Part A & B); and
 2. Two sets of official transcripts from all colleges and universities attended, other than CSUS. Applicants with International transcripts must provide official transcripts/mark sheets, official degree certificate and official English translation of those documents. A TOEFL score is also required.
 3. Approximately six weeks after receipt of all items listed above, a decision regarding admission will be mailed to the applicant.
- III. Common Advancement to Candidacy Procedures:
 - A. Advancement to Candidacy refers to becoming officially part of the Master's program in which you are enrolled. The soonest it can occur is after you have removed any deficiencies and completed 6 units towards the graduate program with a minimum grade of B (see item 2 below).
 - B. Each student must file an application for Advancement to Candidacy indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:
 1. Removed any deficiencies in Admission Requirements;
 2. Completed at least 40 percent (12 units in a 30 unit program) of courses in the graduate program (see Degree Requirements); and

3. Complied with the University Writing Proficiency requirement.

C. Advancement to Candidacy forms are available on the Graduate Studies web site and the Department web site (both URL's are listed below). The student fills out the form after planning a degree program in consultation with the appropriate Program Coordinator. The form must be submitted to the Teacher Education Department office for approval.

<http://www.csus.edu/gradstudies/Forms.htm>

<http://edweb.csus.edu/edte/forms.html>

IV. Choosing a Project/Thesis Chair:

A. By the midpoint in the program, the student should begin thinking about selecting a Culminating Experience chair and possible topics for the culminating experience.

V. Culminating Experience Reservation to Register; Culminating Experience Proposal Submission:

A. At the beginning of the semester prior to the semester of registration in the culminating experience, the student should meet with his/her Culminating Experience chair and fill out a reservation form which reserves a spot in the faculty member's workload for the next semester. The Culminating Experience Proposal must be completed, signed and approved by the Graduate Coordinator. The due dates for these forms are below:

1. The reservation form to work with the Culminating Experience chair for Fall semester is due March 15, with the Culminating Experience Proposal due April 10.
2. The reservation form to work with the Culminating Experience chair for Spring semester is due October 15, with the Culminating Experience Proposal due November 10.

VI. Approved Master's Culminating Experience Format:
American Psychological Association (APA)- Latest edition. Formats other than APA require prior Culminating Experience chair and Department written approval.

VII. Report in Progress:
Check in the department office for the policies regarding Report in Progress ("RP") grades and continuous enrollment while completing the Culminating Experience.

VIII. Graduation:

- A. Prior to graduation, an application for graduation must be filed in Graduate Studies by the deadline date published in the Class Schedule.
- B. NOTE: all coursework, including the culminating experience, leading to the Master's degree, must be completed within a seven-year period.

Master of Arts in Education - Curriculum and Instruction Option

Program Coordinator: Dr. Rita Johnson, 278-4356 rjohnson@csus.edu

- I. The Master of Arts in Education, Curriculum and Instruction Option has been designed to improve competencies and to enhance professional opportunities for educators, K-14.

- II. Admission Requirements:
 - A. See MA in Education- Common Requirements.
 - B. A valid teaching credential or Program Coordinator AND Department approval for waiving this requirement, and
 - C. A minimum 3.0 GPA in the last 60 units attempted.
 - D. Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified status. Any deficiencies will be noted on a written response to the student's admission application.
 - E. Note: It is important at the beginning of your MA study refer to the "Steps for Entering and Completing a Master's Degree Program in the Department of Teacher Education" which was sent to you at the time of admission. This document is also available in this Handbook. This is a free handout available from the department staff.

- III. Admission Procedures: See MA in Education- Common Requirements.

- IV. Advancement to Candidacy: See MA in Education- Common Requirements.

- V. Degree Requirements: The Master of Arts in Education, Curriculum and Instruction Option, requires completion of 30 units of coursework with a minimum 3.0 GPA. No units with a grade lower than "C" may apply toward the degree.

- VI. Coursework: Courses in parentheses are prerequisites.
 - A. Required Courses (15 units)
 - EDTE 250 (3) Education Research
 - EDTE 251 (3) Education for a Democratic, Pluralistic Society
 - EDTE 226 (3) Seminar: Strategies for Teachers
 - EDTE 227 (3) Seminar: Curriculum & Instruction, K-12
(prerequisite: EDTE 250)
 - EDTE 290 (3) Seminar for Culminating Experience
(may not be taken concurrently with EDTE 505)

VII. Electives (12 units):

- A. Twelve elective units in Curriculum and Instruction coursework are to be selected by the student in consultation with the Graduate Program Coordinator.
- B. Students may focus their elective units in a program of their interest or select courses from various programs. At least 3 of the elective units must be at the 200 level. Examples of Curriculum and Instruction elective programs include: Educational Technology, Mathematics Education, Language and Literacy, and Gender Equity. Some elective areas, such as Arts in Education and National Board Certification, are offered in cohort groups. These cohorts are started as resources allow. Information regarding planned cohorts is available in the Department office, Eureka Hall 203, 278-5559.
- C. With Program Coordinator approval, program courses may include one of the following:
 - 1. 6 transfer elective units OR
 - 2. 6 units of extension credit

VIII. Culminating Requirement (3 units)

- A. EDTE 505 (3) Culminating Experience: Curriculum & Instruction (prerequisites: ED 250 and EDTE 290)
- B. Note: The units for the culminating experience are required for both a thesis and project; the topic must be selected with Culminating Experience chair and Graduate Coordinator approval.
- C. Enrollment in the culminating experience may occur only after Advancement to Candidacy. All forms may be located on the department website: <http://edweb.csus.edu/edte/forms.html>
- D. For Approved Department Culminating Experience format, information about registration and graduation requirements, see Department of Teacher Education, Graduate Degree Program--Common Requirements.

Master of Arts in Education - Educational Technology Option

Coordinator: Dr. John Cowan, 278-7442 cowanj@csus.edu

The Master of Arts in Education, Educational Technology Option encompasses a wide variety of academic, technical, and practical exposures, certifying that holders of the degree are highly competent teaching strategists, leaders, and presenters.

This program is offered through cohort groups ONLY. Check with the Department Office (278-5559) or imet.csus.edu to find out when the next cohort will begin.

I. Meeting Format:

This program uses a combination of face-to-face and on-line meetings.

- A. It is a rigorous 18-24 month program focusing on technical, curricular, and leadership skills.
- B. Instruction is centered on the learner and on what is required of educators in today's technologically-rich learning environment.
- C. Coursework is project-oriented, utilizing innovative electronic portfolios focusing on reflective learning practices and review by peers and colleagues.
- D. Participants in the program not only learn to integrate relevant teaching strategies with current technologies, but they also are expected to develop new procedures that augment learning through the use of technology.
- E. Students focus on developing multimedia and web-based delivery skills as a means for teaching and learning, as well as on building a practical understanding of hardware, software and network applications.
- F. Participants are also required to pay a Distance Learning Technology Fee each semester at a rate of \$40 per unit.

II. Admission Requirements

- A. See MA in Education - Common Requirements; and
- B. A minimum 3.0 overall GPA in the last 60 units attempted;
- C. A valid teaching credential or Program Coordinator AND Department approval for waiving this requirement; and
- D. Applicants must be proficient in using the Internet for e-mail, downloads, and web searches. Applicants must demonstrate successful use of computer technology within the classroom and be familiar with installing software, navigating through a hard drive, choosing printers, and logging on to a network.
- E. Admission Procedures: See MA in Education - Common Requirements
- F. Advancement to Candidacy: See MA in Education - Common Requirements
- G. Degree Requirements: A Master of Arts in Education, Educational Technology Option, requires completion of 30 units of coursework with a minimum 3.0 GPA. No units with a grade lower than "C" may apply toward the degree.
- H. Coursework (prerequisites are in parentheses)

1. Required Courses (27 units)

EDTE 250 (3) Education Research (Graduate Standing)
 EDTE 251 (3) Education for a Democratic, Pluralistic Society
 (Graduate Standing)

NOTE: PREREQUISITE: THE FOLLOWING COURSES (280-286 AND 507) ARE ONLY OPEN TO STUDENTS CLASSIFIED IN THE EDUCATIONAL TECHNOLOGY OPTION.

EDTE 280 (3) Fundamentals of Online Pedagogy
 EDTE 281 (3) Tools and the Curriculum
 EDTE 282 (3) Strategies for Application and Presentation
 EDTE 283 (3) Staff Development and Presentation Applications
 EDTE 284 (3) Problem Solving and Project Development
 EDTE 285 (3) Technology and Modern Practices
 EDTE 286 (3) Special Topics in Educational Technology

- I. Culminating Requirement (3 units)
 1. EDTE 507 (3) Culminating Experience: Educational Technology (Advancement to Candidacy, Culminating Experience Chair approval)

Masters of Arts in Education – Language & Literacy Option

Coordinator: Dr. Kay Moore, 278-5525 moorek@csus.edu

- I. The Master of Arts in Education, Language and Literacy Option is designed for the administrator, the classroom teacher, and the specialist teacher of language and literacy for all types of children, youth and adults. The program includes required courses in Professional Education and selected courses in language and literacy.
- II. Admission Requirements:
 - A. A baccalaureate degree
 - B. A minimum 3.0 grade point average in the last 60 units attempted
 - C. A valid teaching credential, or advisor and Department approval for waiving this requirement **and**
 - D. Successful completion of a basic course in the Teaching of Reading from an accredited university; if reading methods course is older than 7 years, must provide evidence of: (a) current staff development in Language and Literacy by participation in workshops, institutes, etc. (Candidates must show documentation; the Graduate Coordinator will determine adequacy of recent training.), or (b) passing the RICA test within the past 7 years.

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified status. Any deficiencies will be noted on a written response to the student's admission application.
- III. Admission Procedures: See MA in Education- Common Requirements.
- IV. Advancement to Candidacy: See MA in Education- Common Requirements.
- V. Degree Requirements: A Master of Arts in Education, Language and Literacy Option, requires completion of 33 units of coursework with a minimum 3.0 GPA. No units with a grade lower than "C" may apply toward the degree.

A. Coursework: Required Courses (33 units)

Tier I (Take these courses first.)

- (3) EDTE 200*: Practicum in Decoding and Fluency: Assessment and Instruction
 - (3) EDTE 201+: Practicum in Comprehension: Assessment and Instruction
 - (3) EDTE 203: Teaching and Assessing Writing in the Pre-K-12 Classroom
 - (3) EDTE 205: Psychology and Sociology of Literacy Instruction
- *EDTE 200 is paired with EDTE 205.
+ EDTE 201 is paired with EDTE 203.

Tier II (Take these courses after you have completed Tier I.)

- (3) EDTE 202: Language and Literacy Development in Multicultural Settings
- (3) EDTE 206: Leadership in Literacy
- (3) EDTE 207: Advanced Practicum in Reading Difficulties: Assessment and Intervention
- (3) EDTE 209: Literature for the Diverse PreK-12 Classroom: Issues, Models, and Strategies

Tier III (Take these courses after Tier II.)

Part I: To be taken in the semester prior to EDTE 503.

- (3) EDTE 250: Education Research
- (3) EDTE 290: Seminar for Culminating Experience
(Advancement to Candidacy; completion of at least 20 units of coursework towards the Master of Arts; instructor permission)

Part II: To be taken after successfully completing EDTE 250 and EDTE 290.

- (3) EDTE 503: Culminating Experience: Language and Literacy
(EDTE 250, EDTE 290)

For Approved Department Culminating Experience format, information about registration and graduation requirements, see Department of Teacher Education, Graduate Degree Program- Common Requirements.

Master of Arts in Education –

Behavioral Sciences Option – Gender Equity Studies

Program Coordinator: Dr. Sherrie Carinci, 278-7010 carincis@csus.edu

- I. The Master of Arts in Education, Behavioral Sciences Option offers a special study area in Women's Studies.
- II. The program offers:
 - A. The opportunity to take courses that focus on the role of women from the points of view of the various disciplines from other University departments;
 - B. The opportunity to take courses that focus on the educational needs of ethnic and older women;
 - C. The opportunity to focus on the developmental needs of the young for a nonsexist education;
 - D. The possibility for internships with state and local governments and school districts;
 - E. An emphasis on women as agents of social change; and
 - F. Flexible course selection to emphasize individual student's research interests in women's issues.
- III. Admission Requirements:
 - A. See MA in Education- Common Requirements
 - B. A minimum 3.0 overall GPA
 - C. An approved statement of purpose that addresses:
 1. Why the applicant wants to enter this particular program
 2. Career objectives which will coincide with program goals
 - D. Evidence of completion of a previous course with "B" or better grade (graduate or undergraduate level) which focuses on the area of women studies and/or gender equity studies **and**
 - E. A satisfactory oral interview
- IV. Admission Procedures:
 - A. See MA in Education- Common Requirements
- V. Advancement to Candidacy:
 - A. See MA in Education- Common Requirements

VI. Degree Requirements:

- A. A Master of Arts in Education, Behavioral Sciences Option, with a Women's Studies focus, requires completion of 30 units of coursework with a minimum 3.0 GPA. No units with a grade lower than "C" may apply toward the degree.

VII. Coursework: Courses in parentheses are prerequisites.

A. Required Courses (12 units)

- EDTE 250 (3) Education Research
- EDTE 251 (3) Education for a Democratic, Pluralistic Society
- EDTE 165 (3) Sex Role Stereotyping in American Education (passing score on the WPE)
- EDTE 266 (3) Women and Education

B. Electives (15 units)

1. Select 15 units of elective courses in consultation with the Program Coordinator in Behavioral Sciences, Women's Studies focus. At least 9 of the elective units must be at the 200 level.
2. The units must be selected from: Women's Studies core courses; Women's Studies cross-listed courses; or other courses specifically approved by the Program Coordinator.

C. Culminating Requirement (3 units)

1. EDTE 506 (3) Culminating Experience: Behavioral Sciences (Women's Studies) (prerequisite: EDTE 250; EDTE 290)
2. Note: The three units for the culminating experience are required in both a thesis and project; the topic must be selected with Culminating Experience chair and Graduate Coordinator approval.
3. It is highly recommended that students take EDTE 290 prior to registration in the Culminating Experience.
4. Enrollment in the culminating experience may occur only after Advancement to Candidacy. All forms may be obtained in the department office, Eureka Hall 203.
5. For Approved Department Culminating Experience format, information about registration and graduation requirements, see Department of Teacher Education, Graduate Degree Program - Common Requirements.

SPECIALIST CREDENTIALS
AND
CERTIFICATES

Reading/Language Arts Specialist Credential - 24 units

Program Coordinator: Dr. Kay Moore, 278-5525 moorek@csus.edu

NOTE: This is the Revised Reading/Language Arts Specialist Credential: for students admitted Fall, 2003 and thereafter.

A graduate student may earn a Reading/Language Arts Specialist Credential (issued by CCTC) by completing the courses listed below. This credential prepares teachers for literacy related teaching positions PreK through 12 as well as for leadership roles at school and district levels. Enrollment in the Master's program is not required provided that the following prerequisites are met. Note that teachers must have three years of teaching experience before the Reading/Language Arts Specialist Credential can be awarded. Acceptable experience consists of successful contracted full-time teaching experience at any grade level K-12.

- I. Admission Requirements:
 - A. A valid California Basic Teaching Credential (e.g. Multiple Subjects or Single Subjects Credential);
 - B. A minimum 3.0 GPA in the last 60 units attempted;
 - C. Successful completion of a basic course in the Teaching of Reading from an accredited university. If reading methods course is older than 7 years, must provide evidence of (a) current staff development in Language and Literacy by participation in courses, workshops, institutes, etc. (Candidates must show documentation; the Graduate Coordinator will determine adequacy of recent training.), or (b) passing the RICA test within the past 7 years;
 - D. Completion of the Reading/Language Arts Specialist Credential Application (available in Eureka Hall 203).

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted conditionally as determined by the Language and Literacy Area Group. Any deficiencies will be noted in a written response to the student's admission application.

II. Required Courses (24 units):

A. Tier I (Take these courses first):

EDTE 200*: Practicum in Decoding and Fluency: Assessment and Instruction (3 units)

EDTE 201+: Practicum in Comprehension: Assessment and Instruction (3 units)

EDTE 203: Teaching and Assessing Writing in the PreK-12 Classroom (3 units)

EDTE 205: Psychology and Sociology of Literacy Instruction (3 units)

*EDTE 200 is paired with EDTE 205. + EDTE 201 is paired with EDTE 203.

B. Tier II (Take these courses after you have completed Tier I).

EDTE 202: Language and Literacy Development in Multicultural Settings (3 units)

EDTE 207: Advanced Practicum in Reading Difficulties: Assessment and Intervention (3 units)

EDTE 206: Leadership in Literacy (3 units)

EDTE 209: Literature for the Diverse PreK-12 Classroom: Issues, Models, and Strategies (3 units)

C. Required Portfolio

In this requirement, students reflect on how their coursework, training, and teaching experience have enabled them to pass the Reading/Language Arts Specialist Credential standards established by the State of California.

Educational Technology Certificate - 12 units

Program Coordinator: Dr. John Cowan, 278-7442 cowanj@csus.edu

A graduate student may earn a Certificate in Educational Technology by completing four 3-unit courses. These courses provide the competencies needed by teachers and curriculum specialists to integrate technology into the curriculum, scaffold its inclusion in instruction, and disseminate that knowledge via appropriate staff-development models.

I. Admission Requirements

- A. Enrollment in the Master's program is not required provided prerequisites are met, including having a teaching credential or being enrolled in a credential program.
- B. However, students interested in seeking a master's degree should register in no more than 6 units prior to applying for classified standing in an MA program.
- C. A minimum GPA of 3.0 is required for all courses in the certificate program.

Applicants must complete a Program Planning Guide (available in Eureka 203).

The courses listed below provide the competencies needed by teachers and curriculum specialists who will guide the integration of computers into the curriculum, its uses in instruction, and its applications in instructionally-related tasks.

II. Prerequisites

- A. A valid teaching credential or being enrolled in a credential program or a waiver;
- B. EDTE 230 (3) Introduction to Computers in the Multiple Subject Classroom **OR**
 EDTE 231 (3) Introduction to Computers in the Single Subject Classroom **OR**
 EDTE 330A (2) Educational Technology in the Classroom: Applications and Integration, Part 1 **AND** EDTE 330B (1) Educational Technology in the Classroom: Applications and Integration, Part 2 **OR**
 EDTE 331 (1) Educational Technology Laboratory Single Subject

III. Required Courses (12 units)

- EDTE 232 (3) Educational Applications of Computers
- EDTE 233 (3) Teaching Problem-Solving with Educational Technology
- EDTE 234 (3) Curriculum and Staff Development with Educational
Technology
- EDTE 235 (3) Enhancing Curriculum with Multimedia and the Web

Mathematics Education Certificate - 12 units

Program Coordinator: Dr. Rita Johnson, 278-4356 rjohnson@csus.edu

A graduate student may earn a certificate as a curriculum specialist focusing on the teaching of mathematics in the K-12 curriculum.

- I. Admission Requirements
 - A. Enrollment in the Master's program is not required provided prerequisites are met, including having a teaching credential or being enrolled in a credential program.
 - B. Students interested in seeking a master's degree should register in no more than 6 units prior to applying for classified standing in an MA program.

Applicants must complete a Math Certificate Registration Form (available in Eureka 202), have it signed by the Program Coordinator, and submit it to the Department Office.

- II. Requirements

The courses listed below provide the competencies needed by teachers and curriculum specialists who will work in the field of mathematics education.

A minimum GPA of 3.0 is required for all courses in the certificate program.

- A. Required Courses * (12 units)
 - EDTE 220 (3) Seminar in Mathematics Education
 - EDTE 221 (3) Curriculum Development in Mathematics Education
 - EDTE 222 (3) Teaching Mathematics in the Twenty-first Century
 - EDTE 228 (3) Introduction to Ethnomathematics

*The above classes are not offered each semester. Consult the schedule or check with the faculty for information on when the courses will be offered.

Reading Certificate - 12 Units (Certified through the CCTC)

Program Coordinator: Dr. Kay Moore, 278-5525 moorek@csus.edu

A graduate student may earn a Reading Certificate (issued by CCTC) by completing the courses listed below. This certificate is specifically designed by the State to prepare teachers for Miller Unruh reading positions serving underachieving students in the primary grades. Enrollment in the Master's program is not required provided that the following prerequisites are met. Note that teachers must have three years of teaching experience before the Reading Certificate can be awarded. Acceptable experience does not include student teaching, internship teaching, or teaching while holding an emergency credential.

- I. Admission Requirements:
 - A. A valid California Basic Teaching Credential (e.g. Multiple Subject or Single Subject Credential)
 - B. A minimum 3.0 GPA in the last 60 units attempted
 - C. Successful completion of a basic course in the Teaching of Reading from an accredited university. If reading methods course is older than 7 years, must provide evidence of:
 - i. current staff development in Language and Literacy by participation in courses, workshops, institutes, etc. (Candidates must show documentation; the Graduate Coordinator will determine adequacy of recent training.) **or**
 - ii. passing the RICA test within the past 7 years;
 - D. Completion of the Reading Certificate Application (available in Eureka Hall 203).

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted conditionally as determined by the Language and Literacy Area Group. Any deficiencies will be noted in a written response to the student's admission application.

- II. Required Courses (12 units)
 - EDTE 200 – Practicum in Decoding & Fluency: Assessment and Instruction (3 units)
 - EDTE 201 – Practicum in Comprehension: Assessment and Instruction (3 units)
 - EDTE 203 – Teaching and Assessing Writing in the PreK-12 Classroom (3 units)
 - EDTE 205 – Psychology & Sociology of Literacy Instruction (3 units)

- III. Required Portfolio
 - In this requirement, students reflect on how their coursework, training, and teaching experience have enabled them to pass the Reading Certificate standards established by the State of California.

STEPS FOR ENTERING AND
COMPLETING
A MASTER'S DEGREE PROGRAM
IN THE
DEPARTMENT OF TEACHER
EDUCATION

Steps for Entering and Completing a Master's Degree Program in the Department of Teacher Education

Please keep this form for the entire time you are in the M.A. Program. You will need to refer to this for rules, deadline dates, etc. Please bring this form when you come to the Teacher Education Office (Eureka 202) for information.

It is your responsibility to be informed about all filing dates. The filing dates for Advancement to Candidacy, Culminating Experience Reservation, Culminating Experience Proposal, a completed Master's Culminating Experience, and Graduation have been set to provide the minimum time necessary for processing these forms. For this reason, deadlines will be strictly enforced.

The following information regarding steps to follow to complete a Master's Degree in the Department of Teacher Education is provided to you for your use. Dates for filing with the Department are available by reading the following information and by calling the Teacher Education Office (278-5559) if you have any questions or are unsure about a deadline.

Graduate Studies filing dates for submission of the Application for Graduation and filing the Master's Culminating Experience are available in the Bookstore by obtaining and reading the current Schedule of Classes. Please be sure to also check Department deadlines for filing your Master's Culminating Experience for Department approval.

Item No.		Date Completed
1	Apply for admission/classification	
2	Take and pass Writing Proficiency Exam	
3	a) Advance to candidacy (after completing 12 units)	
	b) Continue taking required classes	
4	a) Select a Culminating Experience Chair	
	b) Make a reservation to register for thesis/project	
	c) Submit the Culminating Experience Proposal Form AND The Human Subjects Approval Request (TEHSAR) for approval. SEE WEBSITE FOR TEHSAR GUIDE.	
	d) Register for the culminating experience	
5	Continuous Enrollment (if necessary)- 3 semesters maximum	
6	Apply to graduate	
7	Submit project/thesis for approval of content	

1. **Apply for admission/classification: The student should obtain and read the current University Catalog. The student files an application for graduate admission to the University.**
 - a. Unclassified graduate students apply for classified standing directly to the Teacher Education office (EUR 202). Directions for this process are attached to the Classification Application located in the Department office. One of the following recommendations is made by the Department: (1) classification, (2) conditional classification, or (3) denial (with reason(s)). The Classification Application is then sent to Graduate Studies who then notifies the student of the action.
 - b. Off-campus students apply through the Office of Graduate Studies (River Front Center 206, 278-6470) using the CSUS Graduate application.
 - c. Students admitted to conditional classification must complete conditions (specific coursework or grade point average) during the first semester of

attendance. Students who do not make progress toward completing conditions of admission will be restricted from enrolling in classes in the following semester.

- d. Once admitted (fully classified or conditionally classified), the student must contact the appropriate Program Coordinator to schedule an advising appointment no later than the end of the student's first semester in the program. Students should also purchase a University Catalog and the Teacher Education Graduate Student Handbook available in the Hornet Bookstore. Students should notify the Graduate Records Coordinator at 916-278-5559 or knovak@csus.edu of any address or phone changes while in the program.

2. Take and pass the Writing Proficiency Exam.

Students classified in graduate programs must satisfy the University Writing Proficiency requirement. You may satisfy this requirement by passing the University Writing Proficiency Exam or an acceptable substitute determined by the Office of Graduate Studies. [Obtain the WPE Waiver Form available in the Department Office or Graduate Studies.] Students should indicate the date of the WPE on the Advancement to Candidacy form before submission. Those who have already satisfied the requirement as an undergraduate at CSUS will not need to take further action.

Contact the WPE Office (278-6409) for details about the testing dates for the Writing Proficiency Exam.

For questions on other substitutions for the Writing Proficiency requirement, contact the Office of Graduate Studies (River Front Center 206, 278-6470).

3. Advance to candidacy.

After completing twelve (12) units of graduate level work with grades of "B" or better, the student must file the application for Advancement to Candidacy for the Master's Degree indicating a proposed program of graduate study. This application is signed by the appropriate Program Coordinator and the Graduate Records Coordinator.

This procedure should be done as soon as the classified graduate student has:

- a. Removed any deficiencies in admission requirements; and
- b. Completed TWELVE (12) units of required courses in the graduate program with a minimum 3.0 grade point average; and
- c. Passed the Writing Proficiency Exam.

Failure to advance to candidacy following 12 completed units will result in a registration hold.

Advancement to Candidacy forms are available on the University and department website. The student fills out the form after planning a degree program in consultation with the Program Coordinator. The form must be submitted to the Department Office (EUR 202) for approval. The completed form is then sent by the Department staff to Graduate Studies for approval.

Students should make a copy of the Advancement to Candidacy form for their own records until they receive an approved copy from the Graduate Studies Office.

After filing the Advancement to Candidacy form, students will continue their course of studies, taking the classes listed on the Advancement form.

4. Culminating Experience

a. Select a Culminating Experience (thesis/project) chair:

Because everything else depends upon choosing a manageable topic, you should be thinking about your culminating experience topic right from the start of your program. Perhaps a semester before you expect to begin serious work on the culminating experience itself, discuss your topic idea with one or more faculty—in particular, those most expert in the area of your topic. One reason for discussing a tentative topic so early is that you might be able to take course work helpful on the topic before you embark on it. By making sure that you have taken the courses that prepare you for a culminating experience, you may save yourself a semester or more.

By the midpoint in your program, you should begin thinking about selecting a Culminating Experience chair. The culminating experience is supervised by a Culminating Experience chair, who provides assistance in the subject area and methodologies involved and serves as the primary reader. To begin with, you will work to refine and narrow the focus of your culminating experience. When it is certain that you and your chair are the right match, you should complete the Culminating Experience Agreement and begin work on your Culminating Experience Proposal.

b. Make a reservation to register for the Culminating Experience:

In prior semesters or (at the latest) at the beginning of the semester in which the student plans to complete the coursework for the Master's degree, the student should meet with his/her Culminating Experience chair and fill out a reservation form for the following semester. The faculty member and student fill out paperwork to reserve a spot on the faculty member's workload for the appropriate semester (Note the due dates below. Summer registration in the project or thesis is not available).

The reservation form to work with the chair for **Fall** semester is due March 15, with the Culminating Experience Proposal due April 10.

The reservation form to work with the chair for **Spring** semester is due October 15, with the Culminating Experience Proposal due November 10

c. Culminating Experience Proposal Form

Before you begin work on your Culminating Experience, you must complete a proposal for approval by your Culminating Experience chair. This department offers three types of proposals: a traditional thesis, an action research thesis or project, or a traditional project. These proposal forms are available for download at the graduate program website.

- i. With the assistance of your research methods (EDTE 250) and/or writing seminar (EDTE 290) professor, you will prepare a draft proposal. When your Culminating Experience chair is satisfied with the substance of your proposal, you can submit it together with your Human Subjects Review (HSR) application for review by the graduate coordinator and the department Human Subjects Review committee.

Writing a sound research proposal is critical to completing your culminating experience in a timely fashion. It usually takes several revisions and should be reviewed by your culminating experience course instructors (250 and 290) and your chair until you and your chair agree that an appropriate plan is reached, and it is ready to be reviewed by the Graduate Coordinator for completeness, coherence, and correctness. .

- i.

The Culminating Experience Proposal should be viewed as the “road map,” or framework, that will help you conceptualize your thesis or project. Make sure you prepare an application for Human Subjects Review whether or not your proposed study involves human subjects. This application must accompany your proposal for review by the graduate coordinator and by the Human Subjects Review committee.

NOTE: YOU WILL NOT BE PERMITTED TO ENROLL IN THE CULMINATING EXPERIENCE COURSE, NOR BEGIN COLLECTING DATA (OTHER THAN A LITERATURE REVIEW) UNTIL THESE FORMS HAVE BEEN FILED AND APPROVED.

d. Register for culminating experience.

Once your Culminating Experience Proposal has been approved, register for the appropriate culminating experience course (EDTE 503, 505, 506, or 507). Students who appear on the M.A. Culminating Experience class list without an approved Culminating Experience Proposal will be disenrolled from the course. The Culminating Experience class does not appear in the Schedule of Classes. If you have not already received the Course Call Number, contact the Graduate Records Coordinator (278-5559) prior to the beginning of CASPER.

5. Continuous Enrollment.

If you do not complete your Culminating Experience during your initial semester of enrollment, you will need to enroll through Continuous Enrollment (see below)*. THE DEPARTMENT PERMITS STUDENTS WHO ARE UNABLE TO COMPLETE THEIR WORK DURING THE SEMESTER OF ENROLLMENT FOR JUSTIFIABLE REASONS TO ENROLL IN CONTINUOUS ENROLLMENT (EDTE 599) FOR ONE (1) SEMESTER.**

THIS CONTINUOUS ENROLLMENT PROCESS IS NOT DONE THROUGH CASPER REGISTRATION. You will not be paying regular University fees. You will pay Continuous Enrollment fees (\$145) directly to the Graduate Studies Office. (There is a \$25.00 late fee for missing the Continuous Enrollment deadline.) If you have not received information from the Graduate Studies Office by August 15th for Fall Continuous Enrollment or January 15th for Spring Continuous Enrollment, please go to the department website or the Graduate Studies website to print the required form.

* For a variety of reasons, many graduate students do not complete their Culminating Experience in one semester. Recognizing that it would be unfair to charge those students full registration fees while they complete their Culminating Experience, the university has established a system called Continuous Enrollment that allows students to maintain active status in their graduate programs while paying what is called Continuous Enrollment fees. In order to qualify for this special fee, students must receive an RP (Report in Progress) grade during the semester they enroll in Culminating Experience.

** If the student does not complete the thesis or project by the end of the continuous enrollment semester, the student must reregister for the Culminating Experience course.

*** Report in Progress (RP) Grade: Students are expected to complete the culminating experience product during the semester of enrollment. RP grades, which provide the opportunity for an additional semester of continuous enrollment, can be issued **ONLY WHEN UNFORESEEN CIRCUMSTANCES PREVENT PROGRESS** (E.G., ACCIDENT, ILLNESS, DEATH).

6. Apply to graduate.

An Application for Graduation form is available online at both the Graduate Studies Website and the departments website. Check the Schedule of Classes for graduation application deadlines. Students who do not meet University deadlines will not have their names appear in the Commencement Program, and processing of their final graduation checkout may be delayed.

7. Submit project/thesis. The FINAL COPY of the Culminating Experience is due in the Department Office for approval by the following dates:

April 1	For Spring graduation
November 1	For Fall graduation
July 1	For Summer graduation

Projects/theses not submitted by 5:00 p.m. on the above dates will be designated for the following semester.

Please check with the department office staff if you are unclear as to any of the deadlines.

Approved Department Format: APA 5th edition

FORMAT IS THE RESPONSIBILITY OF THE STUDENT. At any point in the final review process, any faculty or staff member reviewing the work may notice format irregularities and return the product to the student for correction. This could happen even near the end of the process when the work is being handled by the University Office of Graduate Studies. Such an event could delay graduation. **REMEMBER: FORMAT IS THE RESPONSIBILITY OF THE STUDENT.**

Obtain the latest edition of the APA Manual (currently the 5th edition). APA format is the only format accepted by the Department of Teacher Education. The CSUS Guide for Thesis/ Project Format is available on line at <http://www.csus.edu/gradstudies/Thesis.htm> The CSUS Guide provides guidance on the format for all cover and approval pages.

Plagiarism

The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento and the Department of Teacher Education expect that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. If for any reason these principles are not upheld, the California Code of Regulations, Section 41301, stipulates that cheating or plagiarism in connection with an academic program at a campus may warrant expulsion, suspension, probation or a lesser sanction. These policies are discussed in their entirety in California State University, Sacramento's "Academic Honesty Policies and Procedures" which can be found on the university website at csus.edu in the University Policy Manual.

PROGRAM COORDINATOR,
CULMINATING EXPERIENCE
CHAIR,
AND
TEACHER EDUCATION FACULTY

Program Coordinator, Culminating Experience Chair and Teacher Education

Program Coordinator

Each Program Option is coordinated by a faculty member who oversees the details of that particular program, provides initial advising, and is available on an ongoing basis for any questions or assistance the graduate student may need. The Program Coordinator may suggest that you consult with other Teacher Education faculty for additional information on your areas of interest as you begin thinking about the focus of your program and/or your culminating experience. In any aspect of your graduate program, if you are experiencing a problem that cannot be resolved, you may make an appointment to discuss this with the Program Coordinator.

Program Coordinators for 2007-2008 are:

M.A. in Education (Curriculum & Instruction); Certificate in Mathematics Education
Dr. Rita Johnson 278-4356 EUR 321 rjohnson@csus.edu

M.A. in Education (Educational Technology); Computers in the Classroom Certificate
Dr. John Cowan 278-7442 EUR 310 cowanj@csus.edu

M.A. in Education (Language and Literacy); Reading/Language Arts Specialist
Credential; Reading Certificate
Dr. Kay Moore 278-5525 ALP 119 moorek@csus.edu

M.A. in Education (Behavioral Sciences in Education – Gender Equity Studies)
Dr. Sherrie Carinci 278-7010 BNC 1028 carincis@csus.edu

Culminating Experience Chair - see graduate faculty list on the department website.

Once you have determined a focus for your culminating experience, it is time to select a Chair. (This usually occurs toward the middle to end of your studies.) This is a faculty member in the Department of Teacher Education that you request to guide you during the process of selecting a topic, receiving approval of the topic, and writing your Culminating Experience. This person must be selected and the paperwork filled out to reserve a spot in his/her workload the semester prior to the semester you will register for your Culminating Experience.

It is important to select the Culminating Experience Chair thoughtfully since this faculty member will work with you to the completion of your culminating experience. If, however, you experience problems with your chair that you believe hinder your opportunities to successfully complete your culminating experience, make an appointment to discuss this with the Program Coordinator. If necessary, the coordinator may also call in the Graduate Coordinator and/or Department Chair.

Second Reader

A second reader is the faculty member needed for a second read on your thesis (not necessary for a project) and is to be selected at the same time as the Culminating Experience Chair. Discuss this with your Culminating Experience Chair when you are writing your proposal. S/he may provide you with suggestions of faculty; however, it is your responsibility to find a second reader at the time you complete your proposal, as his/her signature is required on that form.

Graduate Coordinator

The graduate coordinator is a faculty member whose primary responsibility is to review culminating experience proposals to ensure that they are complete, coherent, and correct, that is to say, that the proposal can be read and understood by faculty member who has not discussed your study in detail with you ***The graduate coordinator does not work directly with a student***, but works in a back and forth fashion with the student's Culminating Experience chair to assure that the necessary details of the proposal have been addressed and that the proposal is acceptable.

Later, when the completed project has been read and approved by the student's culminating experience chair, the graduate coordinator will read and approve or return the project for revisions. The graduate coordinator must sign off on a project before it can be submitted to Graduate Studies for final processing. The Department Chair must sign off on a thesis before it can be submitted to Graduate Studies for final processing.

THE CULMINATING EXPERIENCE

The Culminating Experience

We gratefully acknowledge the Public Administration Program at San Francisco State University for allowing us to adapt information from their Culminating Experience Handbook!

Every student completing a master's degree in the Department of Teacher Education must complete a culminating experience. The culminating experience provides evidence of the graduate student's growth as a result of CSUS courses, and mastery of theoretical and applied knowledge in a specified area of expertise. While the nature of the culminating experience will vary from program to program, certain criteria apply in every case. The culminating experience represents a graduate student's unique identification of a problem that is supported by an original literature review, clearly articulates and implements a research-based plan to address the problem, and reports on the results in a manner that encompasses a range of research methods. The quality of work the graduate student accomplishes in addressing these criteria, written in a style distinctive of the student's perspective and coupled with a high level of academic writing, is the basis for judging the satisfactory completion of the culminating experience.

Students are encouraged to give due consideration to the culminating experience as they progress through their course work. They should consult with one or more faculty members about potential topics and the processes that should be followed. Faculty members have different backgrounds and areas of interest and can provide valuable advice to students regarding the choice of theses or different types of projects to meet the culminating experience requirement. The descriptions below provide an overview of these different choices.

PLEASE NOTE: All graduate students are responsible for preparing the final version of their thesis or project in accordance with the format requirements of the Graduate Studies Office. Office staff in Teacher Education will be able to give you general information on this, **but cannot proofread your project or thesis for format errors.**

What is a Thesis?

A thesis is a written report reflecting on the systematic study of a significant problem. It identifies a problem, states major assumptions, explains the significance of undertaking, reviews the past relevant research on the topic, and, based on this review, justifies the current study. It then sets forth the sources for and methods of gathering information, reports and analyzes the data, and offers a conclusion or recommendation.

A successfully completed thesis demonstrates originality, critical and independent thinking, appropriate organization and format, clarity of purpose, and accurate and thorough documentation. Data collection, analysis, and interpretation need to be consistent with the kind of research methodology undertaken.

A thesis adds to the already existing research knowledge base of an identified topic. Examples of research studies include historical, philosophical, experimental, descriptive, case study, evaluation, ethnographic, and discourse analysis.

What is a Project?

A project is a significant undertaking of a planned activity designed to meet an immediate problem or an identified need. Research is consulted to develop a product in response to this identified problem. In completing a project, students engage in systematic inquiry of a topic relevant to their educational practice. This inquiry is grounded in theory and research but typically focuses on practice. A satisfactory project can be reported in the form of a paper and/or through other media. The purpose of the project is for the student to make available to the public a product useful in solving immediate problems or in enhancing educational practices; therefore, students are not bound to traditional forms.

The first two chapters of a thesis and project are essentially the same; however, the project involves developing material or curricula to fill an existing educational need. Like a thesis, a project must clearly identify a significant problem, state the major assumptions, and review the past research. It must demonstrate originality, independent thinking, appropriate form, and organization. The conclusion section of the project must include an explanation of its significance and recommendations for its use. A major distinction between a thesis and project is this: For a project a student need not collect and analyze empirical data, but for a thesis the collection and analysis of empirical data are central aspects.

Examples of curriculum projects are: electronic portfolios for educational technology; a course of study; a teacher's guide; an instructional manual; a design for a new teaching method; in-service design and curriculum; and the development of new teaching materials.

What is Action Research?

Action research can take the form of either a thesis or a project. Like a thesis, action research involves the collection and analysis of data. Like a project, however, action research is aimed at filling an existing educational need or contributing in some way to practice. When a piece of action research makes a practical contribution while also providing an answer to a researchable question of theoretical interest, it qualifies as a thesis.

Perhaps the best way to become familiar with the three types of proposals is to download them and read the questions that you need to respond to. Note that each proposal contains common questions to which all students must respond regardless of their status as thesis, project, or action research. These questions must also be answered when the final product is submitted.

Culminating Experience (Thesis or Project) Review Criteria

In order to ensure that your Master's thesis or project will move smoothly through the review process, we are providing the format and content evaluation guidelines that will be used in the process. Please note that while you will probably have most of these same expectations, there may be some additional areas of focus from your Chair that you will need to take into account in your final Culminating Experience. (*Please see Sample Outlines of the Thesis and Project.*)

- I. Format

Format is the responsibility of the student. Obtain the latest edition of the APA Manual.

 - A. APA format is the only format accepted by the Department of Teacher Education unless prior, written approval for an alternative format is provided by your Culminating Experience Chair.
 - B. Projects or theses submitted with format errors will be returned to the student. This will result in delays in sending the Culminating Experience forward for Graduate Coordinator review.

- II. Writing Style
 - A. Clarity and cohesiveness
 - B. Scholarly style

- III. Statement of Problem
 - A. Clearly stated
 - B. Description of the project or thesis that was done to respond to the problem

- IV. Review of Literature (NOTE: The department rubric for the review of the literature is available for download at the graduate website.)
 - A. Statement of how the sources for the review were gathered
 - B. Thoroughness and currency
 - C. Evidence of some use of primary sources
 - D. Sufficient detail of some studies and their findings
 - E. Differentiation of data-based, opinion and philosophical sources
 - F. Analysis, critique and explanation for how the data relate to the Culminating Experience
 - G. Uses past tense in this chapter (author reported, said, indicated, etc.)

- V. Methodology
 - A. Complete description of subject, procedures, and measures and analyses (for thesis)
 - B. Description of the steps taken to develop the project (for project)

- VI. Discussion
 - A. Degree to which the discussion relates to the original problem and the findings of the study or the project itself
 - B. Evidence of independent and critical thinking

Abstract: Each culminating experience report will include an abstract which summarizes the purpose of the culminating experience (Statement of the Problem) and methodology (Sources of Data), and the major findings (Conclusions Reached).

Required Pages and Pagination: See the Sample Master's Culminating Experience in Education online..

Production: Copies submitted to Teacher Education must be printed on printer paper. The FINAL copy, submitted to the Office of Graduate Studies, must be 20 pound (50% or 100% cotton), 24 pound (100 percent cotton) or laser paper with matte finish. The Office of Graduate Studies requires two copies of the Approval page (ii), the Format page (iii), and Abstract (iv/v).

Binding Fee, Submission of Copies, and Report of Completion Form: Check with your culminating experience chair and the department office for specific requirements regarding these final details.