



MASTER OF ARTS IN EDUCATION
with a concentration in
CURRICULUM, TEACHING, AND LEARNING
with a
MATHEMATICS EDUCATION AREA OF EMPHASIS

Information and Application Packet
Application deadline: January 31, 2005

Admission Requirements

1. Baccalaureate degree from an accredited institution.
2. Cumulative Upper Division/Graduate GPA of 3.0 or higher; Education coursework GPA of 3.0 or higher.

Admission Procedures

1. Apply for admission to Sonoma State University (recommended: Apply on-line at www.csumentor.edu).
2. Submit the following to the School of Education Credentials Office, Stevenson 1078, 1801 E. Cotati Ave., Rohnert Park, CA 94928:
 - Completed CTL/Mathematics Application Form (attached)
 - Professional Statement (guidelines attached)
 - One set of official transcripts documenting your baccalaureate degree(s), credential(s) awarded, any other college-level coursework, and graduate coursework (if any).
 - Two recent Letters of Reference addressing your potential for graduate study in Mathematics Education
3. Application timeline: Applications due January 31, 2005. Notifications of acceptance mailed by March 1, 2005. Deadline for acceptance of admission and tuition deposit: March 31, 2005.

Program Description

This Mathematics Education cohort program in the Curriculum, Teaching, and Learning concentration in the Master of Arts in Education is intended for individuals who are interested in Mathematics curriculum development and implementation in P-12 and other settings. The course of study for this concentration includes the following:

<u>Education Core Courses</u>	<u>6 units</u>
EDUC 570 – The Reflective Educator	3 units
EDUC 571 – Research Paradigms in Education	3 units
<u>Curriculum, Teaching, and Learning Core Courses</u>	<u>6 units</u>
EDCT 585 – Curriculum Development: Theory, Practice, and Evaluation	3 units
EDCT 586 – Teaching and Learning: Research and Application	3 units
<u>Area of Emphasis Courses (Math Education-specific)</u>	<u>12 units</u>
MATH 595 – Foundations and Mathematical Reasoning (Summer '05)	3 units
MATH 595 – Algebraic Structures (Summer '06)	3 units
EDCT 544 – Curriculum, Teaching, and Learning in the Content Areas (Fall '06)	3 units
MATH XXX (Elective; 400-level for math single-subject participants; 300- or 400-level for others; selected with advisor)	3 units
<u>Cognate, Thesis, or Individual Exam Option Courses</u>	<u>6-12 units</u>
Courses to be determined collaboratively with the student's MA Committee (see MA Handbook at http://www.sonoma.edu/education/masters/handbook_2003.pdf)	
Total Program	30-36 units

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.

EDUC 571 – Research Paradigms in Education (3 units) This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers, and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the M.A. in Education culminating activity. Grade only.

EDCT 585 – Curriculum Development: Theory, Practice and Evaluation (3 units) Analyses of sociopolitical, economic, and cultural influences on curriculum development, instructional processes, and learner achievement in a variety of instructional settings. Study of the structures of various disciplines, the roles of participants, and other variables in staff and curriculum development. Evaluation of alternative theoretical models for constructing and changing curricula. Grade only. Prerequisites: consent of instructor and approval of the School of Education.

EDCT 586 – Teaching and Learning: Research and Application in the Classroom (3 units) An analysis of teaching and learning strategies and instructional variables as they relate to diverse groups of learners. Research will be analyzed in terms of the major paradigms of the field of education. Also included is a review of recent developments in the evaluation of classroom performance and achievement. Grade only. Prerequisites: consent of instructor and approval of the School of Education.

EDCT 544 – Curriculum, Teaching and Learning in the Content Areas (3 units) Examination of curriculum, teaching, and learning in the context of a particular content area as taught in K-12 schools. This course extends and applies the more general theories, practices, and research in curriculum, teaching, and learning established in EDCT 585 and 586. Prerequisites: EDCT 585, EDCT 586.

MATH 595 – Foundations of Mathematical Reasoning (3 units) Provides a survey of mathematical reasoning, an introduction to the philosophical and epistemological foundations of mathematics, and an introduction to topics in modern mathematics. Major strands will include set theory and its paradoxes, logic and axiomatic systems, and mathematical ways of thinking from ancient to modern times.

MATH 595 – Algebraic Structures (3 units) Provides an introduction to algebraic structures, and their applications, for practicing teachers. Beginning from familiar algebraic structures such as integers and polynomials, develop topics in rings, fields, and groups. Exploration of the use of functions in modeling physical situations. Prerequisite: Math 595–Foundations or equivalent.

Culminating Activity

Each student will have several options for the “culminating activity” of his or her program: A thesis or project on a topic to be agreed to by the student and his or her faculty committee; a “cognate” option, consisting of 12 units of graduate courses selected in consultation with faculty advisors, allowing the examination of areas of interest related to Mathematics Education; a special “National Board Cognate,” consisting of courses designed to prepare participants for National Board Certification (see www.nbpts.org for information on certification); and an individualized examination option. Required courses for each of these options are below; see the MA Handbook for more details (http://www.sonoma.edu/education/masters/handbook_2003.pdf).

Thesis/Project Option	Cognate Option	National Board Cognate	Individualized Exam
EDUC 598 – Developing a Thesis/Project (3 units)	EDUC 572 – Supervised Study for the Cognate Project (3 units)	EDUC 572 (see left)	EDUC 573 – Supervised Study for the Individual Examination (3 units)
EDUC 599 – Supervised Research for Thesis/Project (3 units)	Plus 9 units in approved cognate program	EDUC 574 – Introduction to Classroom Research and National Board Certification (3 units)	Plus 6 units of elective coursework
		EDUC 575 – Seminar in Action Research (3)	
		EDUC 576 – Research, Reflection, and Professional Practice (3)	

Possible Timelines

Note that three of the four Area of Emphasis courses will be offered one time only, and thus must be taken at the times indicated in the “Program Description” section: *Math 595 – Foundations* in Summer 2005; *Math 595 – Algebraic Structures* in Summer 2006; and *EDCT 544 – Curriculum, Teaching, and Learning in the Content Areas* in Fall 2006. The other courses in the program are regularly offered (though not necessarily every semester), and schedules for completion may vary. Some possible schedules follow.

All courses during the fall and spring semesters will begin at 4 p.m. or later. Summer courses will be more intensive; it will not be possible to take them at the same time as you are teaching summer school. The Math 595 course in Summer 2005 will meet June 20 – July 14 (Monday – Thursday, 9-12, first day until 2:00; skip July 4).

<u>SEMESTER</u>	<u>THESIS/PROJECT 2 YEARS</u>	<u>THESIS/PROJECT 3 YEARS °</u>	<u>N.B. COGNATE 3 YEARS °</u>
Summer 05	MATH 595—Fdns* EDUC 570	MATH 595—Fdns*	MATH 595—Fdns*
Fall 05	EDCT 585 ED 571 or M XXX	EDCT 585	EDCT 585
Spring 06	EDCT 586 ED 571 or M XXX	EDCT 586	EDCT 586
Summer 06	MATH 595—Alg*	MATH 595—Alg*	MATH 595—Alg*
Fall 06	EDCT 544* EDUC 598	EDCT 544*	EDCT 544*
Spring 07	EDUC 599	MATH XXX	MATH XXX
Summer 07		EDUC 571	EDUC 571 EDUC 574
Fall 07		EDUC 598	EDUC 575
Spring 08		EDUC 599	EDUC 576 EDUC 572

* Offered one time only

° EDUC 570 is also a required introductory course and should be taken as soon as possible: in either Summer 05, Fall 05, Spring 06, or Summer 06.



APPLICATION FOR MASTER OF ARTS IN EDUCATION
 with a concentration in
 CURRICULUM, TEACHING, AND LEARNING
 with a
 MATHEMATICS EDUCATION AREA OF EMPHASIS
 Beginning Fall 2005

Application deadline: January 31, 2005

Semester Applying for Fall 20____ Spring 20____ Date of Application _____

Name: _____
 Last First MI Former name/s

*Social Security Number: _____ *Date of Birth: _____ Gender: ___Male ___Female

Address: _____
 Street/PO Box

 City State Zip code

Telephone (Home): _____ (Work): _____

*E-mail address: _____
 (*This information must be provided)

Ethnic Identity – Indicate the group(s) with which you most strongly identify

- | | |
|---|---------------------------------|
| _____ 1. American Indian/Alaskan Native | _____ L. Laotian |
| _____ 2. Black Non-Hispanic, including African American | _____ V. Vietnamese |
| _____ 3. Mexican-American, Mexican, Chicano | _____ T. Thai |
| _____ A. Central American | _____ S. Other Southeast Asian |
| _____ B. South American | _____ G. Guamanian |
| _____ Q. Cuban | _____ H. Hawaiian |
| _____ P. Puerto Rican | _____ N. Samoan |
| _____ 4. Other Latino, Spanish-origin, Hispanic | _____ 6. Other Pacific Islander |
| _____ C. Chinese | _____ 7. White |
| _____ J. Japanese | _____ F. Filipino |
| _____ K. Korean | _____ 8. Other |
| _____ R. Asian Indian | _____ D. Decline to State |

Are you currently enrolled at SSU? yes / no If yes, date admitted _____

Have you ever previously applied for admission or been admitted to a credential or MA program at Sonoma State University? yes / no If yes, which program/s and when admitted and completed?

List all colleges and universities from which you received credit applied to your baccalaureate degree, credential programs, and graduate degree programs. List degrees and credentials awarded:

Signature of Applicant

Date

Professional Statement Guidelines

Your professional statement must be typed and should include the following:

1. A synopsis of your professional education (pre- and in-service) and experiences (teaching, leadership, other professional experience), with special focus on work in Mathematics teaching and learning.
2. A statement of your career goals and how you expect the MA degree with a Mathematics Education area of emphasis to contribute to and further your goals.

Your professional statement will be evaluated using the following criteria:

1. Relevance of the program to stated experience and goals.
2. Organization, quality, and clarity of written expression.

