



**MASTER OF ARTS IN EDUCATION  
with a concentration in  
CURRICULUM, TEACHING, AND LEARNING**

*Information and Application Packet*

**Admission Requirements:**

1. Baccalaureate degree from an accredited institution
2. Cumulative Upper Division/Graduate GPA - 3.0; Education Coursework GPA - 3.0

**Admission Procedures:**

1. Apply for admission to the University. Submit application via [www.csummentor.edu](http://www.csummentor.edu)
2. Submit the following to the School of Education Credentials Office, Stevenson 1078, 1801 E. Cotati Ave., Rohnert Park, CA 94928.
  - Completed CTL Application Form (attached)
  - Professional Statement (guidelines attached)
  - Official or Unofficial transcripts (1 set from institutions listed on page 2)
  - 2 recent Letters of Reference addressing your potential for graduate study
  - Documentation of University admission or application

**Program Description:**

The Curriculum, Teaching, and Learning concentration in the Master of Arts in Education is intended for individuals who are interested in curriculum development and implementation in traditional P-12 settings and in other settings such as community colleges, workplace, and community-based educational programs. 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 & Evaluation	3 units
EDCT 586, Teaching and Learning: Research and Application	3 units
<u>Area of Emphasis (AREM) Courses</u>	<u>12 units</u>
Courses to be determined collaboratively with the Program Advisor to meet students' personal and professional goals. Program Advisor approval required (see MA Handbook)	
<u>Cognate, Thesis, Individual Exam Option Courses</u>	<u>6-12 units</u>
Courses to be determined collaboratively with the student's Committee (see MA Handbook)	
<b>TOTAL PROGRAM</b>	<b>30-36 UNITS</b>



APPLICATION FOR MASTER OF ARTS IN EDUCATION  
with a concentration in  
CURRICULUM, TEACHING, AND LEARNING

Semester Applying for Fall 20\_\_\_\_ Spring 20\_\_\_\_ Application Date: \_\_\_\_\_

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 colleges/universities where you earned your B.A./B.S. degree and where you have taken credential and graduate coursework. Please indicate the dates of attendance and degree(s), credential(s) earned if applicable.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date



**Professional Statement Guidelines:**

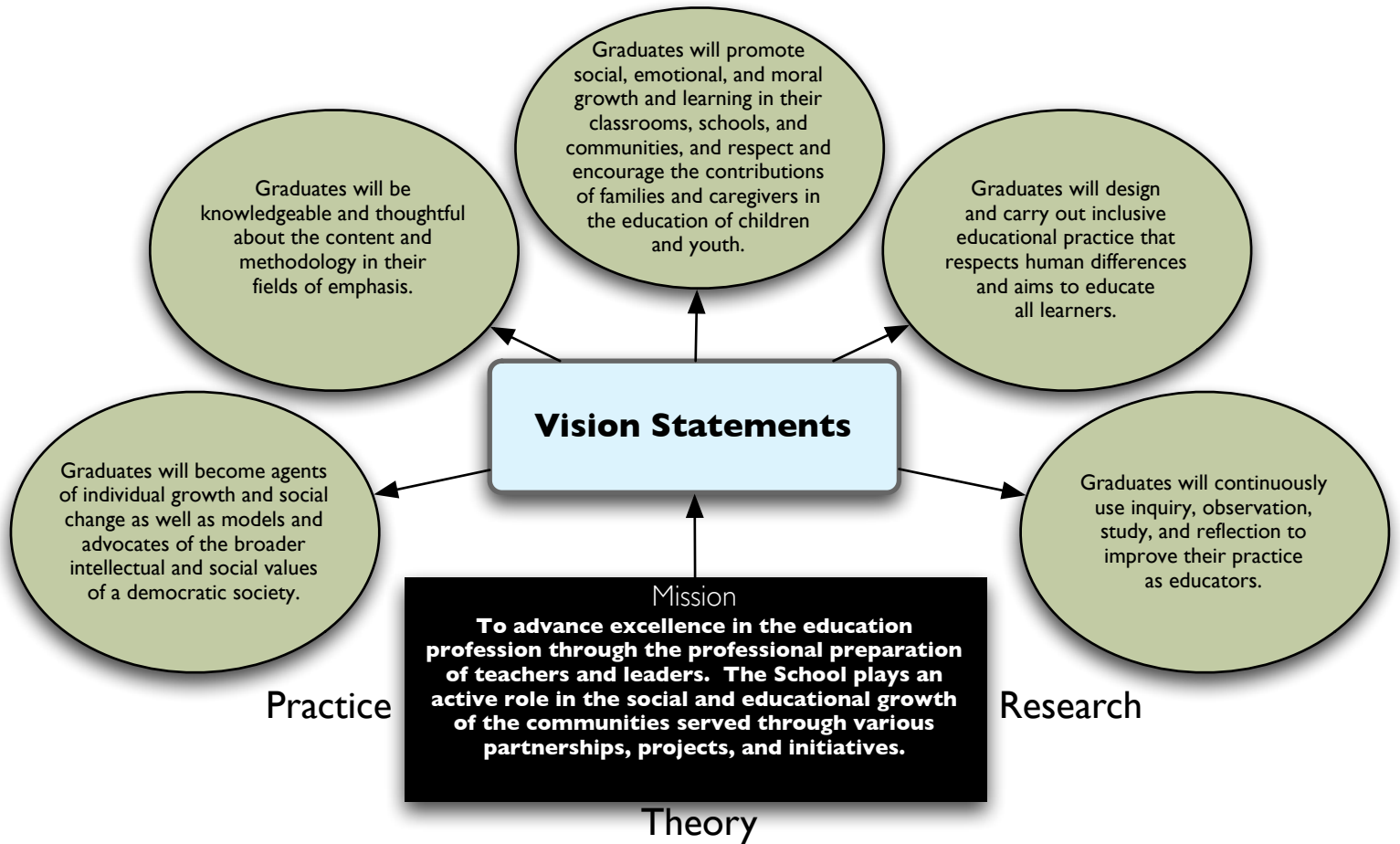
Your professional statement **must be typed** and should include the following:

1. A synopsis of your professional education and experiences in traditional educational settings and/or related fields.
2. A statement of your career goals and how you expect the MA degree with a concentration in Curriculum, Teaching, and Learning to contribute to and further your goals.

*Your professional statement will be evaluated by the following criteria:*

1. Organization of content and relevance of the program to stated goals.
2. Quality and clarity of written expression.
3. Correctness of written form.

# Sonoma State University School of Education Conceptual Framework



## Performance Expectations

### Graduates of the School of Education:

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

## Dispositions

### Graduates of the School of Education:

- Are passionate about being educators;
- Promote social and emotional growth and an ethic of caring, nurturing, and learning in their classrooms, schools, and communities;
- Are culturally responsive and responsible, knowledgeable and appreciative of the diversity among learners;
- Have a genuine appreciation of the importance of a liberal arts education;
- Value the arts in learning;
- Are committed to anti-bias principles, social justice, and democratic practices;
- Are committed to professional ethical standards.