Curriculum and Instruction

Marilyn E. Draheim, Chair

Degree Programs

Master of Education in Curriculum and Instruction (MEd)
- with a Single, Multiple and/or Educational Specialist (mild/moderate) or (moderate/severe) Disabilities, Preliminary Credential

Master of Arts in Curriculum and Instruction (MA)
Master of Arts with Single Subject, Preliminary Credential, or Multiple Subject Credential
Master of Arts in Curriculum and Instruction

Master of Arts in Special Education (MA)
- with an Educational Specialist (mild/moderate) or (moderate/severe) Disabilities, Preliminary, and Professional Clear Credential

Doctor of Education in Curriculum and Instruction (EdD)

Credentials Offered

Preliminary Multiple Subject Credential
Preliminary Single Subject Credential in the following areas:
- Educational Specialist (mild/moderate) Disabilities – Preliminary and Professional Clear
- Educational Specialist (moderate/severe) Disabilities – Preliminary and Professional Clear

The School of Education also offers professional masters degree programs in partnership with the San Joaquin County Office of Education and the Fortune School of Education/Project Pipeline. These are MA programs that follow Plan D. The Department offers a Multiple Subject or a Single Subject Credential using the MA, Plan D option, for Aspire Schools and BATTI and other approved entities. See the C & I department for additional information.

Admissions Requirement

1. A cumulative GPA of 3.0 or better for the last 60 units of college or post-baccalaureate work. A cumulative GPA of 3.0 or better in a master’s degree for Ed. D. applicants.
2. An appropriate degree from an accredited university (Bachelor’s for admission to master’s programs; masters for admission to doctoral programs).
3. A completed application portfolio to the Graduate School, an essay following departmental guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three recommendations attesting to the candidate’s ability to undertake doctoral studies.
4. Official Scores on the Graduate Records General Examination (GRE), for the EdD program only.
5. Departmental interviews if requested.
6. Evidence of qualities and character in keeping with the philosophy and standards of this University and the School of Education.

Curriculum and Instruction Faculty

Master of Education in Curriculum and Instruction

Students must complete a minimum of 38 units, of which 22 must be in courses 200 or above, with a Pacific cumulative grade point average of 3.0 in order to earn the master of education degree in curriculum and instruction.

I. Teacher Education Courses: Multiple Subject

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 130</td>
<td>Technology Enhanced Learning Environments</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 140</td>
<td>Transformational Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 141</td>
<td>Transformational Teaching and Learning Practicum</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 150</td>
<td>Teaching and Assessment (Multiple Subject)</td>
<td></td>
</tr>
<tr>
<td>SPED 123</td>
<td>The Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>SPED 166</td>
<td>Building Family-Professional Partnerships</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Professional Courses

Complete one of the following groups:

Group A) Multiple Subject Candidates

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 153</td>
<td>Teaching Science, Technology, Engineering, and Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 161</td>
<td>Literacy Development (Multiple Subject)</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 162</td>
<td>Literacy Assessment (Multiple Subject)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 163</td>
<td>Teaching English Learners</td>
<td>4</td>
</tr>
<tr>
<td>SPED 160</td>
<td>Productive Learning Environments for Diverse Classrooms</td>
<td></td>
</tr>
<tr>
<td>SPED 195E</td>
<td>Positive Behavioral Support in the Classroom</td>
<td></td>
</tr>
</tbody>
</table>

Group B) Single Subject Candidates

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 163</td>
<td>Teaching English Learners</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 255</td>
<td>Teaching in the Content Areas I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 256</td>
<td>Content and Disciplinary Literacy Development in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 260</td>
<td>Productive Learning Environments for Diverse Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 265</td>
<td>Teaching in the Content Areas II</td>
<td>2</td>
</tr>
</tbody>
</table>

Group C) Single Subject Music Education Candidates

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDU 114</td>
<td>Music in Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>MEDU 115</td>
<td>Music Experiences, K-6</td>
<td>2</td>
</tr>
<tr>
<td>MEDU 116</td>
<td>Music in Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>MEDU 117</td>
<td>Music Experiences, 7-12</td>
<td>2</td>
</tr>
</tbody>
</table>

Group D) Education Specialist, Mild/Moderate Disabilities, Level I Candidates

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 161</td>
<td>Literacy Development (Multiple Subject)</td>
<td>4</td>
</tr>
<tr>
<td>SPED 224</td>
<td>Assessment of Special Education Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 228M</td>
<td>Advanced Programming for Students with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 242M</td>
<td>Curriculum and Instruction for Students with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 293</td>
<td>Special Project</td>
<td>1-3</td>
</tr>
<tr>
<td>SPED 295E</td>
<td>Positive Behavioral Support in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Group E) Education Specialist, Moderate/Severe Disabilities, Level I Candidates

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 161</td>
<td>Literacy Development (Multiple Subject)</td>
<td>4</td>
</tr>
<tr>
<td>SPED 224</td>
<td>Assessment of Special Education Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 228S</td>
<td>Advanced Programming for Students with Moderate/Severe Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>
SPED 242S  Curriculum and Instruction for Students with Mild/Moderate Disabilities  3
SPED 293  Special Project  1-3
SPED 295E  Positive Behavioral Support in the Classroom  3

* N.B. These titles, units, and the order of courses for the Single Subject SB 2042 program are subject to change.
** SPED 295E may count as a 200 level course for 12 units of graduate coursework listed under section IV below.

III. Professional Practice (Student Teaching or Internship)

Complete one of the following groups:

**Group A** Multiple and Single Subject Candidates

- EDUC 172  Professional Practice Seminar  2-10
- EDUC 270  Professional Practice  2-10
- EDUC 271  Professional Practice Music  2-10
- SPED 125X  Teaching Exceptional Learners  2

**Group B** Education Specialist Credentials

- SPED 298M  Directed Teaching: Special Education (Mild/Moderate)  6-10
- SPED 298S  Directed Teaching: Special Education (Moderate/Severe)  6-10
- SPED 298IM  Internship: Mild/Moderate  5-10
- SPED 298IS  Internship: Moderate/Severe  5-10

1. Internship requires a teaching contract and Memorandum of Understanding for the Teacher Education Program and the Employer.
2. The Single Subject Program for Music, the Department of Music Education’s chair assists students in the Single Subject Program in Music Education with internship placements. Some students in Music Education take a portion of Directed Teaching in Summer Session I by enrolling in Video-Micro Rehearsal so that Directed Teaching credits are divided over three grading periods.

**Electives - Minimum 6 units at the 200 level from the CURR, SPED, EADM or EPSY Departments to complete a minimum of 22 units and to satisfy a minimum of 38 units (EDUC 267 can be an elective for a Single Subject Candidate)**

IV. Additional Graduate Level Courses

**Multiple Subject and Single Subject Candidates**

A minimum of 12 units at the 200 level, including:

- EPSY 201  Techniques of Research  3
- Select one of the following Theory and Practice courses:  3
  - EDUC 209  Curriculum Theory
  - EDUC 212  Instructional Strategies and Classroom Process
  - EDUC 214  Supervision of Instruction
  - EDUC 295A  Seminar: Middle School Curriculum
  - EDUC 295B  Seminar: Secondary Curriculum
  - EDUC 295G  Seminar: Elementary Curriculum

**Education Specialist Candidates**

- EPSY 201  Techniques of Research  3
- SPED 295A  Seminar: Crucial Issues in Special Education  3

Note: Students may not double count the unit value of credential courses taken as an undergraduate to complete a bachelor’s degree in the 38 unit count for the Master of Education Degree.

V. Successful passage of an one hour oral examination

VI. California Requirements for a Teaching Credential must be met to qualify for a credential

These include:

1. Successful completion of the State Certificate of Clearance (Fingerprint review for the Commission on Teacher Credentialing)
2. Clearance of TB test (within past four years)
3. Clearance of fingerprints for the program’s credential office
4. Passage of the California Basic Education Skills Test (CBEST) or appropriate writing subtest on CSET-MS examination
5. Passage of the appropriate California Subject Examination for Teachers (CSET)
6. Completion of United States Constitution Requirement
7. Passage of the Reading Instruction Competency Assessment (RICA) for Multiple Subject or Education Specialist Credentials
8. Successful Passage of a Teaching Performance Assessment (PACT Teaching Event)
9. Passage of all Program Assessments and Program Transition Phases that include the following:
   a. Entry level GPA requirements (3.0 or higher for the master’s degree; a minimum of 2.5 gpa for credential only admission); recommendations; essay
   b. Advancement to Credential Candidacy (essay; interview; recommendations)
   c. Embedded Signature Assignments and PACT Teaching Event
   d. Content Area Assessments
   e. Advancement to Professional Practice (Student Teaching or Internship)
   f. Approval of Teaching Performance Expectations
   g. Minimum GPA of 3.0, with no credential specific course grade below 2.0 (“C”)
   h. Exit from the Program Assessments
10. CPR Infant, Child and Adult Certification
11. A bachelor’s degree from an accredited college or university.
   (N.B. Requirements are subject to change as credential requirements change to satisfy California licensure requirements.)

Master of Arts in Curriculum and Instruction

Master of Arts programs in Curriculum and Instruction are designed to meet the professional and academic needs of educators. Master of Arts Degree programs in the department of curriculum and instruction typically follow Plans A, B, and D described above.
Plan A (Thesis)

Students must complete a minimum of 30 units, of which 16 must be in courses 200 or above, with a Pacific cumulative grade point average of 3.0 in order to earn the master of arts degree in curriculum and instruction plan A.

I. Core Courses

EDUC 204 Pluralism in American Education 3
EDUC 209 Curriculum Theory 3
EPSY 201 Techniques of Research 3
EPSY 220 Nature and Condition of Learning 3

II. Thesis

EDUC 299 Master’s Thesis 1-4

Note: An acceptable thesis must be submitted within the deadlines as stated in the Graduate School calendar.

III. Additional Courses

Electives With the approval of the Dean or 14 appropriate departmental chair, the candidate may choose coursework in not more than two other departments outside the School of Education. Courses may be required for the adequate development of the thesis problem.

IV. Successfully pass a final oral examination

Plan B (Seminar)

Students must complete a minimum of 32 units, of which 18 must be in courses 200 or above, with a Pacific cumulative grade point average of 3.0 in order to earn the master of arts degree in curriculum and instruction plan B.

I. Core Courses

EDUC 204 Pluralism in American Education 3
EDUC 209 Curriculum Theory 3
EPSY 201 Techniques of Research 3
EPSY 220 Nature and Condition of Learning 3

II. Additional Courses

Electives Courses selected from a discipline department other than education. 6
Electives Area of interest courses from Curriculum and Instruction Department (EDUC or SPED) 10-12
Electives Courses to complete a minimum of 18 units at the 200 level and to satisfy a minimum of 32 units 18

Note: Students specialize in an area of interest: (at least 10-12 units as approved by advisor), such as curriculum and instruction, special education, bilingual/cross-cultural education, English as a second language, educational psychology or foundations.

III. Successfully pass a final examination

Plan D (Special)

Students must complete a minimum of 32 units, of which 16 must be in courses 200 or above, with a Pacific cumulative grade point average of 3.0 in order to earn the master of arts degree in curriculum and instruction plan D.

Electives Content major. This represents 21 the student’s primary area of interest and need for professional development. Courses may be chosen within a given department but are likely to include relevant courses from several departments.

Some courses may be selected for the completion of a teaching credential.

Electives Courses in Research and evaluation methodology and/or theoretical constructs * 6
Electives Courses in Field experience and/or research ** 4-6

Electives Courses to complete a minimum of 16 units at the 200 level and to satisfy a minimum of 32 units

* The student is expected to develop relevant competencies in one or more of the following: research methods, critical analysis, inquiry techniques or theory.

** Depending on the specific area of study, this may include supervised field experience, practicum, action research or thesis. The purpose is to synthesize the total program by demonstrating competencies in the field or through some research project.

Master of Arts in Curriculum and Instruction with a Single Subject Credential

(minimum of 36 units)

This Master of Arts in Curriculum and Instruction with a Single Subject Credential is intended for a cohort group that begins in Summer Session II each year.

Students must complete a minimum of 36 units, with a Pacific cumulative grade point average of 3.0 in order to earn the master of arts degree in curriculum and instruction and a single subject credential.

EDUC 163 Teaching English Learners 4
EDUC 246 Teaching as Reflective Inquire I 2
EDUC 255 Teaching in the Content Areas I 3
EDUC 256 Content and Disciplinary Literacy Development in Secondary Schools 3
EDUC 260 Productive Learning Environments for Diverse Classrooms 3
EDUC 265 Teaching in the Content Areas II 2
EDUC 266 Teaching as Reflective Inquiry II 2
EDUC 267 Understanding Adolescents in School Contexts 3
EDUC 275 Teaching in Content Areas III 3
EDUC 276 Teaching as Reflective Inquiry III 3
EDUC 172 Professional Practice Seminar ** 2-10
EDUC 270 Professional Practice ** 3-10
SPED 125X Teaching Exceptional Learners * 2
SPED 250 Introduction to Induction Plan 2
SPED 252 Portfolio Assessment 2
SPED 295A Seminar: Crucial Issues in Special Education 3

Electives Course chosen with advisor 16

Note:

* CBEST and appropriate CSET examinations must be passed, prior coursework passed and GPA requirements met. CPR Certification for infant, child, and adults is required to apply for a credential. Graduate units can be used to substitute for EDUC 270 and EDUC 172 if the CBEST and/or CSET are not passed to be able to student teach or intern in order to complete the Master of Arts degree without a credential.

** The exact number of units is conveyed depending on student teaching or internship placement.

Master of Arts in Special Education with an Educational Specialist (Mild/Moderate) or (Moderate/Severe) Level II Credential

Students must complete a minimum of 32 units, of which 16 must be in courses 200 or above, with a Pacific cumulative grade point average of 3.0 in order to earn the master of arts degree in special education.

SPED 250 Introduction to Induction Plan 2
SPED 252 Portfolio Assessment 2
SPED 295A Seminar: Crucial Issues in Special Education 3

Electives Course chosen with advisor 16
Electives Add'l Courses in Research and evaluation methodology and/or theoretical constructs

Electives Courses in field experience and/or research

Electives Courses to complete a minimum of 16 units at the 200 level and to satisfy a minimum of 32 units

The student is expected to develop relevant competencies in one or more of the following: research methods, critical analysis, inquiry techniques or theory.

Depending on the specific area of study, this may include supervised field experience, practicum, action research or thesis. The purpose is to synthesize the total program by demonstrating competencies in the field or through some research project.

Master of Arts in Special Education with an Education Specialist (Mild/Moderate) or (Moderate/Severe) Preliminary Credential

Graduate students may enroll in a Master of Arts in Special Education degree program if they already hold a valid Multiple or Single Subject Credential. Candidates complete the requirements for the Education Specialist: Mild/Moderate Disabilities Preliminary or the Education Specialist: Moderate/Severe Disabilities Preliminary Credential. Some prerequisite credential courses may have been completed because they hold a valid Multiple or Single Subject Credential. Additional required courses to complete a minimum of 32 units include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 201</td>
<td>Techniques of Research</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 220</td>
<td>Nature and Condition of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 204</td>
<td>Pluralism in American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 209</td>
<td>Curriculum Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Education Specialist Level II Credentials

No new students are being accepted for this program as of Fall 2012 because of new guidelines for the Education Specialist Professional Clear credentials from the Commission on Teacher Credentialing.

For those who had been accepted for this program prior to 2012, they are advised to consult with the Director of Special Education regarding requirements. For those accepted into the program, graduate students could enroll in the Level II program in order to complete the credential or combine a Level II Education Specialist Credential with a Master of Arts degree. Upon successful completion of all the requirements for the Level I Education Specialist Credential (32 units), the student, with the assistance of a special education advisor from the University, will have had to develop an individual induction plan. A Level II portfolio was and is required. To complete the Level II credential, students will have needed to take:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 250</td>
<td>Introduction to Induction Plan</td>
<td>2</td>
</tr>
<tr>
<td>SPED 252</td>
<td>Portfolio Assessment</td>
<td>2</td>
</tr>
<tr>
<td>SPED 295A</td>
<td>Seminar: Crucial Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Two Electives Courses of 3 Units Each</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Also, to complete the Level II credential, students must complete elective courses or elective courses and district support activities for a total of 16 units. Students may complete 25% of the program requirements by completing approved district support activities, equivalent of 1 to 4 units, and a satisfactory exit interview. They must complete a minimum of 12-units of university coursework. Students in the Master of Arts program work with a university advisor to design a program plan for the additional graduate units for a total of a minimum of 32 units.

Doctor of Education in Curriculum and Instruction

Students must complete a minimum of 55 units, post master's degree, of which a minimum of 48 units will be in courses at the 200/300 level with a Pacific cumulative grade point average of 3.0. The 48 units include Core Courses, Major and Elective Courses, and a Quantitative or Qualitative Research Methods course. Dissertation units, EDUC 399, (2 units to 7 units) sum the total of number of units taken to a minimum of 55 units.

A prerequisite course, EDUC 209, Curriculum Theory, or an equivalent curriculum course taken from the master's degree work is required for the Curriculum and Instruction major. The prerequisite course may be taken during the doctoral program and will add 3 units to the total taken.

I. Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 352</td>
<td>Applied Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 354</td>
<td>Applied Inquiry II</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 356</td>
<td>Applied Inquiry III</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 358</td>
<td>Applied Inquiry IV</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 399</td>
<td>Doctoral Dissertation</td>
<td>2-10</td>
</tr>
</tbody>
</table>

II. Electives in the major

Students complete a minimum of 30 units at the 200/300 level. Normally, eighteen (18) units of the 30 units are Curriculum and Instruction and Special Education course offerings. Additionally, students take EDUC 390, Qualitative Research Design and Methods, (3 units) or EPSY 395C, Qualitative Research Design and Methods, (3 units) for more in-depth knowledge of research methodology. Many students will, then, have 30 to 33 units in the major.

A prerequisite course in Curriculum Theory or Design and Principles of Curriculum such as EDUC 209, Curriculum Theory, is required.

III. Students successfully complete various stages of the EdD program in the following manner

Full Admission: Successful completion of EDUC 352.

Advancement to Candidacy:

Successful completion of EDUC 356 with the production of a quality problem statement and literature review coupled with an interview with faculty.

Registration for Successful completion of a dissertation

Dissertation proposal (likely in conjunction with EDUC 358)

Program Successful completion of a minimum of two units of EDUC 399, presentation and successful dissertation defense, satisfactorily meeting all graduation requirements (including those of the Graduate School) for graduation.