

MASTER OF ARTS IN EDUCATION

<https://education.pacific.edu/education/graduate-programs>

Location: Gladys L. Benerd Building

Degree Program

Master of Arts in Education

Concentrations are offered in the following areas:

- Counseling Psychology
- Learning, Innovative, and Design
- Special Education (mild to moderate support needs and/or extensive support needs credential options)
- Teaching (Multiple Subject and Single Subject credential options)

Admissions Requirement

- A cumulative GPA of 2.65 or better in all postsecondary coursework or the last 60 units of college or post-baccalaureate work
- A Bachelor's degree from an accredited university
- A complete application portfolio to Graduate Admissions: personal statement(s), following program guidelines, official transcripts from all college-level coursework including official verification of the awarding of degrees, resume, and 1-2 completed references forms
- Faculty interview, if required.
- Evidence of qualities and character in keeping with the philosophy and standards of this University and Benerd College

Credentialing and Licensing

Credential programs may be combined with the master's degree or the doctorate in education. The MA in Education, Teaching concentration, or Special Education concentration, offers programs for earning a Multiple Subject, Single Subject (in selected content areas), and Education Specialist (Mild to Moderate Support Needs and Extensive Support Needs) credentials. The Counseling Psychology Concentration includes an optional track (beyond the 32 unit minimum) to become eligible for the Licensed Professional Clinical Counselor (LPCC).

Pacific Undergraduate to Master's Pathway

Pacific undergraduates who have a GPA of 3.0 can apply up to 6 units of coursework in either MA in Education or in MA in Leadership as part of a pathway degree program. Successful completion of coursework will double count toward the undergraduate degree and graduate degree requirements; credits will not be applied to the graduate transcript until the requirements of the undergraduate degree are met.

Students in the undergraduate Organizational Leadership or Healthcare Administration and Leadership programs can transfer their leadership capstone into the master's program. Students in other majors can complete up to two LEAD courses as an undergraduate, as part of elective coursework. See the "Program" tab for more information.

Research

- Students will be able to locate appropriate resources of and critically evaluate educational research literature.

Diversity

- Students will be able to critically analyze how the presence of diverse populations influences policy and practice.

Teaching and Learning

- Students will be able to develop learning outcomes (e.g. individual group, organizational, or system) by synthesizing knowledge, skills, and reflective practice of human learning processes.

Program Purpose: To Develop Creative, Flexible, and Caring Leaders

- Lead in an ethical and socially responsible manner
- Utilize inquiry-based approaches to fostering change
- Identify, understand, and utilize cultural differences and perspectives of all stakeholders
- Develop and integrate a critically reflective lens on leadership development

Concentration-specific Outcomes

- Leadership for Social Justice: Develop skills and perspectives needed to enact ethical and sustainable change in one's community, organization or beyond.
- Organizational Innovation and Change: Develop skills to lead the development of people, performance, and organizations

Master of Arts in Education

The Master of Arts (MA) in Education requires a minimum of 30 units, of which 18 units must be in courses 200 or above and from the Benerd College, with a Pacific cumulative grade point average of 3.0. Based upon state and federal laws, additional units and requirements may be necessary for those students electing to earn a credential, certification or license along with the graduate degree (e.g., teaching credential, and administration credential). Students interested in earning a credential, certification or license should work closely with their advisor and the credential staff. The requirements of some concentration options may also be guided by external standards that direct completion of specified courses and achievement of specific learning outcomes.

For students entering the Licensed Professional Clinical Counselor (LPCC) track within the Counseling Psychology Concentration (see above). EDUC 201 and EDUC 216 may be taken during the student's senior year at Pacific, which will be counted toward the master's and the bachelor's degree.

For students entering the Accelerated Educator Preparation (AEP) pathway degree program, SPED 225X, EDUC 261, SPED 295E, and EDUC 259 may be taken in lieu of the undergraduate course equivalents. These courses will be counted toward the bachelor's and master's degree and satisfy requirements for the Education Specialist or Multiple Subject teaching credential.

For students entering the Learning, Innovation, and Design masters concentration, up to 9 units into either concentration may be accepted. Transferrable coursework must meet the following criteria:

- Courses must be post-baccalaureate and qualify for graduate or first-professional credit, with no distinction made between a completed or uncompleted degree.
- A grade of B or better (or its equivalent)
- Completed less than 7 years ago
- Determined by the program lead and approved by the Dean/Dean Designee, and the Registrar

Unit Requirement: 30

I. Theoretical Core:

Select one of the following: 2-4

EDUC 204	Education for a Diverse Democracy
EDUC 220	Seminar: Social Class Effects in Education
EDUC 230	Leading in Diverse Contexts
EDUC 259	Teaching English Learners
EDUC 334	Theories of Multicultural Family Therapy and Collaboration

Select one of the following: 2-4

EDUC 209	Curriculum Theory
EDUC 216	Nature and Conditions of Learning
EDUC 250	Teaching and Assessment
EDUC 255	Teaching in the Content Areas I
EDUC 237	Organizational Learning
SPED 242	Curriculum and Instruction in Special Education

II. Field Experience and/or Research:

Select 4-6 units from the following: 4-6

Research Course Options:

EDUC 201	Techniques of Research
EDUC 202	Statistical Thinking and Communication
EDUC 221	Research in Second Language Acquisition
EDUC 246 & EDUC 266 & EDUC 276	Teaching as Reflective Inquiry I and Transformational Teaching & Learning and Teaching as Reflective Inquiry III
EDUC 274	Action Research
EDUC 296 or EDUC 296	Integrative Capstone in Innovative Leadership or Integrative Capstone in Innovative Teaching and Learning
EDUC 304	Program Evaluation
Other approved research courses	

Field Experience Course Options:

EDUC 170/270 or EDUC 171/271	Professional Practice or Professional Practice Music
SPED 298M	Directed Teaching: Special Education

Note: 1.) Students will not receive credit for EDUC 170 /EDUC 270 and EDUC 171/EDUC 271.

III. Capstone Experience

Students will be required to complete a capstone experience (e.g., oral exam, portfolio, thesis, action research project and/or written comprehensive exam). The capstone experience will be determined within each concentration. Some concentrations integrate the Field Experience and Capstone into a course (e.g. EDUC 296, EDUC 296T). Other concentrations have courses with integrative teacher research experiences, which fulfill the capstone requirement (e.g. EDUC 276, or SPED 295A). For students who do not elect not to earn a concentration, his or her advisor will select an appropriate capstone experience.

IV. Concentration

Students may elect to concentrate in one or more specific areas. In order to earn a concentration, students must fulfill the general requirements listed above as well as specific concentration requirements listed below.

A single course may be used to fulfill requirements in two or more concentrations, but the units will not count twice.

Core Area Concentrations

Learning, Innovation, and Design

Select 12 units of the following: 12

EDUC 209D	Design in Education
EDUC 209M	Models of Learning
EDUC 215	Creativity and Ideation
EDUC 279	Innovation in Education
EDUC 290	Digital and Blended Learning
EDUC 295M	Seminar: Learning Design
EDUC 295I	Innovative Learning Environments

Health Professions Education Cognate

EDUC 295D	Trends in Health Professions Education (in lieu of EDUC 279)
EDUC 295P	Teaching and Assessment in Health Professions Education (in lieu of EDUC 295I)
LEAD 215	Evaluation for Organizational Effectiveness (optional, in lieu of EDUC 215 & 290)

Counseling Psychology

Select 12 units of the following: 12

EDUC 304	Program Evaluation
EDUC 330	Advanced Human Development I
EDUC 331	Advanced Human Development II
EDUC 332	Advanced Human Development III
EDUC 334	Theories of Multicultural Family Therapy and Collaboration
EDUC 335	Psychotherapeutic Interventions
EDUC 336	Group Counseling
EDUC 337	Crisis Intervention
EDUC 338	Consultation Methods
EDUC 341	History and Systems in Psychology
EDUC 342	Law and Professional Ethics for Mental Health Professionals
EDUC 343	Psychopathology and Wellness Promotion
EDUC 344	Behavior Assessment and Intervention
EDUC 345	Academic Assessment and Intervention
EDUC 346	Psychological Assessment
EDUC 347	Behavior and Personality Assessment
EDUC 348	Neuropsychology
EDUC 349	Psychopharmacology for Mental Health Professionals
EDUC 350	Social Psychology
EDUC 367	Seminar: Leadership in Diverse Organizations
EDUC 384	Spousal and Partner Abuse, Detection, and Intervention
EDUC 385	Alcoholism and Chemical Substance Abuse Dependency
EDUC 386	Child Abuse Assessment and Reporting
EDUC 387	Human Sexuality
EDUC 388	Counseling Practicum

Or any Special Topics course (EDUC 393)

Undergraduate students who plan to pursue Licensed Professional Clinical Counselor may take EDUC 201 and EDUC 216 during their senior year at UOP, which will be counted toward the MA in Education with a concentration in Counseling Psychology

Teaching (Credential Option)

Select 12 units of the following: 12

- EDUC 130 Technology Enhanced Learning Environments *
- EDUC 153 Teaching Science, Technology, Engineering, and Mathematics *
- or EDUC 253 Teaching Science, Technology, Engineering and Mathematics (STEM)
- EDUC 160 Productive Learning Environments for Diverse Secondary Classrooms *
- or EDUC 254 Productive Learning Environments for Diverse Adolescents
- EDUC 161 Literacy Development (Multiple Subject) *
- or EDUC 261 Literacy Development
- EDUC 163 Teaching English Learners
- or EDUC 263 Teaching English Learners
- EDUC 166 Teaching English Learners, Single Subject
- or EDUC 259 Teaching English Learners
- EDUC 172 Professional Practice Seminar
- or EDUC 272 Professional Practice Seminar
- EDUC 246 Teaching as Reflective Inquiry I
- EDUC 254 Productive Learning Environments for Diverse Adolescents
- EDUC 255 Teaching in the Content Areas I
- EDUC 256 Content and Disciplinary Literacy Development in Secondary Schools
- EDUC 260 Productive Learning Environments for Diverse Classrooms
- EDUC 265 Teaching in the Content Areas II
- EDUC 266 Transformational Teaching & Learning
- EDUC 267 Understanding Adolescents in School Contexts
- EDUC 275 Teaching in Content Areas III
- EDUC 276 Teaching as Reflective Inquiry III
- MEDU 114 Music in Elementary School
- MEDU 115 Music Experiences, K-6
- MEDU 116 Music in Secondary School
- MEDU 117 Music Experiences, 7-12
- SPED 125X Teaching Exceptional Learners
- or SPED 225 Teaching Exceptional Learners
- SPED 266 Building Family & Professional Partnerships
- SPED 224 Assessment in Special Education *
- SPED 228 Advanced Programming in Special Education
- SPED 231 Evidence Based Practices in Autism Spectrum Disorder
- SPED 242 Curriculum and Instruction in Special Education
- SPED 295A Seminar: Crucial Issues in Special Education
- SPED 295E Positive Behavioral Support in the Classroom

Special Education

Select 12 units of the following: 12

- SPED 266 Building Family & Professional Partnerships
- SPED 224 Assessment in Special Education
- SPED 228 Advanced Programming in Special Education

- SPED 231 Evidence Based Practices in Autism Spectrum Disorder
- SPED 242 Curriculum and Instruction in Special Education
- SPED 295A Seminar: Crucial Issues in Special Education
- SPED 295E Positive Behavioral Support in the Classroom
- SPED 298M Directed Teaching: Special Education

Note: 1.) Specific courses are subject to change as per state requirements. Students must meet all state requirements in order to earn a credential. 2.) Minimum of required 12 units with specific courses determined by state credential requirements and advisers' approval required. Although the Master of Arts in Education requires a minimum of 12 units, credential programs may require additional units. 3.) *If these courses were taken in the undergraduate program, then electives will be required as substitutions.

V. Of the required 30 units a minimum of 18 units must be from the Benerd College

VI. Of the required 30 units a minimum of 18 units must be taken at the 200 or 300 level