NOTE: The MS in Education, Option in Curriculum is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

(A) Summary of Program Changes

Significant curricular changes since 2005:

- Students may use 13 units from a credential program towards the 45 unit degree, pending the units are no older than 7 years when the candidate graduates
- Graduate coordinator instituted a monthly forum for graduate instructors to meet
  - Revised and standardized the 4 core course sequence
    - Texts, supplemental materials, assignments, and rubrics
  - Created Core Course Chart which contains course description, goals, and products for each of the four core classes
- Candidates are given assignments during breaks between quarters for core courses
- The same professor now teaches the last 2 core courses to the same group of students for continuity
- Eliminated the concept of patterns in the MS degree and offer more of a generalist or broad-based training in all areas of the curriculum
- Implemented a tracking system so that each area of the curriculum has an equal number of offerings per academic year (Math, Science, Reading, Children’s Literature, Environmental Education)
- Set of classes in Early Childhood Education (25 units) have been implemented in the graduate program for the new specialization
- Created an agreement with LLNL for teachers to receive credit towards the MS degree for participating in Teacher Academies at the Edward Teller Educational Center and we substitute TED 6901 (Synthesis) for the 6-week intensive research project done with an established scientist which results in a poster, article, or conference presentation
- Created TED 6999: Special Topics which is designed for professors to pilot classes in Teacher Education that may become part of the regular offerings. TED 6999 may be from 1-4 academic units and the student may take the class for up to 8 units
- All classes include a component where students are expected to use APA, bibliographic resources, and a writing assignment
- Transitioned to cohort system in Fall 2009
- Large class size seminars (50-100 students) instituted Summer, 2010 for each quarter
- Implemented competitive acceptance model and require recommendations and writing sample done “on the spot”
- Candidates need permission numbers to enroll for all courses to track numbers
- Class size caps have been adjusted to 25 for core courses and 35 for elective courses
- End of quarter student advising meetings were instituted for program updates, distribution of registration codes for the upcoming quarter and as forum for discussion among students
- E-mail has become the primary method for communication with students in the program
- Classes, when appropriate, utilize a hybrid format of 70% face-to-face and 30% online

(B) **Curriculum and Student Learning**

The MS in Education, Option in Curriculum, has an assessment system in place throughout the program. For entry and continuation in the program, students must meet and maintain a gpa of 3.0 throughout and earn a grade of B- or better in all classes taken in the program. Students must successfully pass the WST, and may take a core course no more than 2 times if a grade of C or lower is earned.

The Department of Teacher Education agreed on 3 professional dispositions which graduates are expected to demonstrate upon completion of the program. Candidates are:

1. Committed to the belief that research informs instructional decisions.
2. Believe that curriculum must be designed for universal accessibility.
3. Committed to collaboration and advocacy for social justice and democracy.

In order to achieve these goals, all MS in Education, Option in Curriculum graduate students in the Department of Teacher Education are required to take a series of electives and 4 common core courses: TED 6300 Advanced Curriculum, TED 6700 Advanced Educational Psychology, TED 6020, Advanced Research, and TED 6020 Synthesis. These classes are designed to promote the dispositions which drive instruction and assessment. Carefully designed signature assignments and rubrics were created for each core class. These assignments include a review of a commercial material, a curriculum improvement project, writing a research proposal including a statement of the problem with a full review of the literature, and writing the results of a fully implemented research project including limitations and implications for future research.

We currently use TaskStream to obtain data on student performance of these signature assignments. The data has been used to monitor student achievement and program improvement. Although the data indicated that students were doing very well (averaging 89% or a rubric score better than or equal to 3.56/4) we continue to look at areas for improvement in instruction and modify course delivery for students. Some areas and solutions are as follows:

1. **APA formatting** We now require students to purchase an APA reference guide in TED 6300 (first of the four core courses) and adjusted the assignments in TED 6300 to reflect a quiz or direct instruction on APA formatting.
2. **Synthesizing Research** Students write more short synthesis papers in TED 6700 to demonstrate their ability to think on a higher level and the instructor models an example of how to go through the process with the total class.
3. Using Research to Support Practice  We adjusted the assignment so that the student would now site research relevant to a practice they do in the classroom in an assignment.

The examples above represent the first round of TaskStream data for our core courses. In the data most recently run after the changes were implemented, we noted an improvement in the scores for the 3 areas listed above. For example the average score for the APA formatting was 3.174 and most recently is 3.5. The others rose as well. The overall rating for the course went from 3.56/4 (89%) to 3.75/4 or 95%. We will continue to use our TaskStream data to monitor student achievement and the potential for instructor improvement in delivery.

During the last quarter of the program, the student is asked to formally evaluate their experience through a series of open-ended questions. This evaluation is one more method for gathering data for program modification.

Candidates are recruited most heavily from our existing credential programs. Because students can use 13 of their units from the credential program towards the 45 unit degree, they report that they prefer to continue in a system where they have an existing relationship. It is also appealing to them because they may begin in the summer and at the end of 4 quarters will be awarded the degree at the end of the Spring quarter the following year. Finally, many of them report that they enjoy taking classes from professors that they have both had during the credential program and now on a more advanced level. Our retention rate or rate of students graduating from the program is better than 90%.

We believe that there is tremendous potential for program growth especially in the areas of Early Childhood Education and our program with LLNL. In particular, First 5 of Alameda County, Every Child Counts currently provides full tuition scholarships for 25 students for 6 quarters and a quarterly stipend of $300 for books and supplies. This revenue represents the largest and only monetary commitment from a birth to five agency for a cohorted graduate program in the Bay Area. We are currently negotiating for a new cohort to begin Fall of 2011.

We also believe that there is a demand for the minor in Early Childhood Education. With the recent passing of the new law dealing with the implementation of transitional Kindergarten, Credentialed Teachers will need training in the field of ECE to staff these rooms which will deal with children who are chronologically no longer eligible for Kindergarten. This would be a great opportunity for East Bay to be on the forefront in training these professionals.

We believe that because of our relationship with LLNL and our University’s commitment as a STEM agency, we are the recipients of a large Noyce Foundation grant which supports students to earn an MS degree. We believe that we could leverage the relationship and receive more funding for additional students to earn the degree.

(C) Faculty

Faculty member Dana Grisham changed to FERP status and then resigned the following quarter in 2009-2010. Faculty members David Stronck and Craig Wilson changed to FERP status in the Fall of 2010. Faculty member Claudia Weidemann resigned in June of 2010.
<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Responsibilities and Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>Assistant/Associate Professor</td>
<td>Field placement coordinator; Curriculum generalist including the areas of Language and Literacy, Social Studies, Psychology, and Children’s Literature. To teach courses in Multiple or Single Subject program and teach Research courses in the Master’s degree program. Credential programs need a tenure-track faculty member who can focus on field experiences. The graduate program needs and additional tenure-track faculty member who can support teaching the core courses—one who has a solid foundation in all aspects of research.</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Assistant/Associate Professor</td>
<td>Early Childhood Education specialist to teach courses in the Master’s program and the minor program. Must be able to teach some Multiple Subject classes as well in the areas of Science, Math, Literacy, Social Studies and/or Special Education. This program is growing and needs an additional faculty member to support the growth and development of the MS degree program with the ECE specialization while also being able to work in the Multiple Subjects program.</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Assistant/Associate Professor</td>
<td>Special Education and General Curriculum No faculty member on staff has the terminal degree in Special Education and the former Special Education faculty member has moved to another Department. We also lack any advanced or classes in the Graduate program dealing specifically with Special Education.</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Assistant/Associate Professor</td>
<td>Literacy Curriculum We did not replace the recently retired Language and Literacy professor and one former Language and Literacy professor moved to another department. Additionally, the Language and Literacy classes are very popular with our MS degree students. We currently have only one tenured professor teaching the electives in the graduate program.</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Assistant/Associate Professor</td>
<td>Science Curriculum As a STEM institution, we need an additional Science professor to work with our preservice and graduate students. By this time our faculty who are on the FERP program will no longer be in the department. Additionally, this person should have expertise in Environmental Education.</td>
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</tbody>
</table>
2015-2016  Assistant/Associate Professor  
Mathematics Education  
We have only one full-time professor who teaches classes in the Credential and MS degree programs. Again, as a STEM institution, we need the additional expertise and position.

(D) Resources

There are few unique costs for the MS in Education, Option in Curriculum program. There are additional costs in both faculty and staff time to maintain CTC and NCATE accreditation.

(E) CAPR Website Five-Year Data

Please go to the CAPR website and click on “Dept 5 Year Statistics”

(1) CEAS Template

Click on the tab for the Department of Teacher Education, “TED”

(2) University Enrollment and FTES by College and Department

Find CEAS data under “CEA” and look for data for “Teacher Education”

(3) University Enrollment and FTES by College, Dept, and Program Major

Find CEAS data under “CEA” and look for data for “Teacher Education”

(4) University Enrollment and FTES by College

Find CEAS data under “CEA”

(5) Enrollment by Ethnicity

Find “Education”
(F) **Additional, Internal CEAS Data**

**Table F-1**  
Department of Teacher Education  
Enrollment, Student Credit Units (SCU), Fall 2009 and Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
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<tr>
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<td>49</td>
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<tr>
<td>SCU</td>
<td>6760</td>
<td>5237</td>
</tr>
</tbody>
</table>

**Table F-2**  
Department of Teacher Education  
Tenure-Track, Full-Time Faculty and Lecturer, Part-Time Faculty  
Fall 2010

Total Headcount of All Faculty: 48  
Total Full-Time Equivalent Faculty (FTEF): 24.30  
Percent Full-Time, Tenure-Track, in FTEF: 17.0/24.30, 70%

**Table F-3**  
Department of Teacher Education  
Course Section Profile, Fall 2010

Total Course Sections: 43  
Excludes supervision, Teaching Performance Assessment (TPA) assessment, independent study, project/thesis sections

Percent taught by tenure-track faculty: 29/43, 67.4%  
Average class size, all sections: 33.71  
Average class size, tenure-track: 24.7  
Average class size, lecturer: 55.8  
Note: two sections of TPA orientation classes each have enrollments of 152  
WTU of supervision covered by lecturers: 53.05