

**College of Education and Allied Studies
Department of Teacher Education
Master's of Science, Education, Option in Curriculum**

**Committee on Academic Planning and Review (CAPR) Annual Report
March 2010**

1.0 Program Status

Any significant curricular changes since March of 2009:

- Transitioned to cohort system in Fall 2009
- Candidates need permission numbers to enroll instituted in the Fall 2009
- Designated the courses that would transfer for the 13 units that students could import from a credential program to use towards the MS in Education, Option in Curriculum

Any resource changes since March of 2009:

- Prior to June 2009, the Curriculum Option scheduled at least one course per quarter in Concord. In June 2009, courses are now only offered on the Hayward campus.
- The budget affected the number of offered courses:
 - 2008-2009 166 units: 48 summer: 44 fall: 48 winter: 26 spring
 - 2009-2010 104 units: 24 summer: 26 fall: 34 winter: 20 spring

Faculty Retirements: Three tenure-tracked professors will FERP in 2010-2011:

- David Stronck, Professor
- Catherine Reed, Associate Professor
- Craig Wilson, Associate Professor

New Tenure-track hires:

- Dr. Michele Korb, Science Educator

Revision of Program Goals:

- A new conceptual framework was developed for the MS in Education, Option in Curriculum, reflecting a number of changes. The course content of the four program core courses was redefined to provide greater coordination among the classes. Most notably, the relationship between TED 6020 (research) and the culminating options (Project TED 6899, Thesis TED 6909, Synthesis Course TED 6901) was modified.

Accreditation status as a result of April 2009 visit:

- Program received high marks for its coherence and was accredited.

2.0 Summary of Assessment Results

In 2007 the College moved to an electronic platform, TaskStream, to collect quantifiable assessment information on key assignments. Candidates in the Masters in Education, Option in Curriculum Program submit a key assignment in each of the four core course sequence, which

demonstrate diversity related competencies at every transition point in the program. Key dispositions are evidence of candidate commitment to the belief that research informs equitable instructional decisions, evidence of commitment to the belief that curriculum must be designed for universal accessibility, and evidence of commitment to collaboration and advocacy for social justice and democracy. Candidates are expected to demonstrate the following dispositions: commitment to the belief that research informs equitable instructional decisions, commitment to the belief that curriculum must be designed for universal accessibility, and commitment to collaboration and advocacy for social justice and democracy.

Key assignments have accompanying rubrics that have a scale of 1-4, with 4 being the highest. Candidates submit sections of their papers throughout each course, instructors provide feedback based on the rubrics, the feedback informs candidates' subsequent submissions. Since the core courses are sequenced, the following scores document the candidates' scores from the beginning of the data collection (2007). The scores are based on the final paper and demonstrate the knowledge and skills delineated in professional, state, and institutional standards:

- Demonstration of knowledge of theoretical underpinnings (Review of Commercially Prepared Curriculum; TED 6300: Summer 07: 3 classes; 1-4 scale): means ranged from 3.75-4.0 (n= 130).
- Candidate ability to apply basic research skills through literature review (Curriculum Improvement Project: TED 6300, Summer 07: 3 classes, 1-4 scale): means ranged from 3.32-4.0 (n=130).
- Demonstrate ability to design and write a research proposal (Research Proposal: TED 6020: Research; F07, W08, and W09; 1-4 scale): means ranged from 3.54-3.77 (n = 198).
The data suggest that candidates generally meet and/or exceed target proficiencies.

The Teacher Education Chair, Graduate Coordinator, and instructors in the program examine and review data in regularly scheduled meetings. Faculty now routinely review TaskStream aggregated rubric scores for each component of key assignments, using analysis of the data to refine instruction to meet candidate needs. The results inform further the articulation on course modifications.