



1
2
3
4
5
6
7

COMMITTEE ON ACADEMIC PLANNING AND REVIEW

18-19 CAPR 21
Thursday, April 18th , 2019

TO: The Academic Senate

FROM: The Committee on Academic Planning Review (CAPR)

SUBJECT: 18-19 CAPR 21: Request for Elevation to Full Degree Program, Masters of Science (MS) in Curriculum and Instruction

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the request for Elevation to a Full Degree Program for the Masters of Science (MS) in Curriculum and Instruction, effective upon signature of the President

8
9

BACKGROUND:

At its meeting on March 7th, 2019, CAPR members discussed the request for Elevation of the MS in Curriculum and Instruction program (College of Education and Allied Studies (CEAS), Department of Teacher Education (TED)). At that meeting, members posed questions regarding the alignment of campus Institutional Learning Outcomes (ILOs) with courses in the proposed program. There was a request to provide evidence for the need of the program, revise the ILO alignment and then include an updated letter of support from the CEAS Dean. On April 18th, 2019, Dr. Valerie Helgren-Lempesis provided clear evidence for these changes to the committee. Support from APS was provided at this meeting and confirmation of all details for support of this program were provided. There were no other questions posed regarding the structure of the program and mechanisms for how courses would be covered by faculty in TED.

Given the urgent nature of this request, with evidence provided that students are ready to enroll in this program (potentially in the Summer of 2020), there is a desire to waive the first reading of this request at the last Senate meeting for the Spring 2019 semester.

CAPR approved this proposal with a unanimous vote.

26
27

Education, M.S., Curriculum Option Elevation

x(2019-20 Catalog) Revision Request - Concentration, Minor or Concentration Elevation

General Information

*****READ BEFORE YOU BEGIN****

Use this form to request a revision to an existing concentration or minor program, or to elevate an existing concentration to a full degree program. Please note:

Concentration programs must be in compliance with [Executive Order 1071](#). If you are **Elevating a Concentration to a Full Degree Program**, please [click here](#) to complete the template from the Office of the Chancellor and **attach to this proposal** by selecting the files  icon in to the left, within the Proposal Toolbox. See [17-18 CIC 35: Timeline for Curricular Changes](#) for APS Catalog/Curriculum Timelines. **College deadlines are always earlier. Check with your College Office for curriculum deadlines.**

Please turn on Help Text for this form by selecting the Show Help Text icon above this section of the form.

Effective Term: Fall 2019

Effective Catalog: 2019-2020 (varies depending on whether Chancellor Office approval is required)

- College***
- College of Business and Economics
 - College of Education and Allied Studies
 - College of Letters, Arts and Social Sciences
 - College of Science

Department*

- Select PROGRAM**
(do NOT select Shared Core)*
- Program
 - Shared Core

- Academic Level***
- Undergraduate Program
 - Graduate Program

Proposal Type* Revision of Minor

- Revision of Undergraduate Concentration
- Revision of Graduate Concentration
- Elevation of Concentration to Full Degree Program

Justification for/Purpose of the proposed revision:*

Our current degree (MS in Education, Option in Curriculum and Instruction) did not meet the specifications contained in the definition produced by the Chancellor's Office. The elevation of the degree to an MS in Curriculum and Instruction, will enable the Department of Teacher Education to produce candidates who can make a difference in the quality of instruction in the T-K-12 classroom. This totally revised course of study will help students learn to think more critically and become more responsive to the ever-changing landscape in education. Further, the program was conceptualized using the themes of social justice, collaborative practices and accessibility of learning for all students. The new degree recognizes Curriculum and Instruction as a discipline to be explored, considered, applied and mastered while applying the 21st century skills of critical thinking, communication, collaboration, and creativity. We are excited to produce a candidate who will have options of remaining in the classroom, taking on leadership rolls within a district, or working as a consultant in the area of Curriculum and Instruction in both public and private industry.

Current Degree Program Title (if not revising a concentration select NOT APPLICABLE)*

Education, M.S.

List of Existing Concentrations (if not revising a concentration select NOT APPLICABLE)*

Education, M.S.: Curriculum [SUSPENDED]

New Degree Title (If elevating an existing option or concentration)

Curriculum and Instruction, M.S.

IMPORT EXISTING CATALOG INFORMATION

If you are revising an existing Minor or Concentration program, [Click Here](#) for instructions on how to import (then edit) your existing catalog information.

Full and exact title of Existing Minor or Concentration (will auto fill when you import)*

Education, M.S., Curriculum Option Elevation

Proposed Minor or Concentration Title (revised concentration title requires Chancellor Office notification)

Curricular Requirements (existing catalog

Curriculum Option Description & Requirements

The Curriculum Option is designed to provide advanced special preparation or competencies for teachers and other educational professionals at all grade levels. The Curriculum Option is based on four core foundation courses and electives. The program is accredited by the National Council for the Accreditation of Teacher Education.

Student Learning Outcomes

Students graduating with an M.S. in Education, Option in Curriculum from Cal State East Bay will be able to:

Identify, describe, and evaluate the multiple factors that influence K-12 curricula in California public schools (e.g., state standards, federal policies, policies of discipline-specific professional organizations);

Develop an in-depth understanding of contemporary issues in curriculum and instruction in an area of professional interest;

Utilize a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interest; and

Complete an action research project investigating a topic as it relates to the field of Education.

Elective Courses (16-29 units)

Depending on the number of units transfer in to the program, all students will complete 16-29 units of elective courses from the Department of Teacher Education.

Counting the 16 units of core courses, 22.5 units of coursework must be at the 6000 level. Students may use the 20 units of required coursework for the State of California Reading Certificate (Added Authorization) as elective units for the Curriculum Option. The program coordinator must approve all elective units.

Transfer Course Units (0-13 units)

13 quarter units (9 semester) from a graduate level credential program from an accredited university. Courses transferring into the master's must be from a completed credential program. Continuing Education/Extension units from other universities cannot be transferred into the MS program. All units cannot be older than 7 years upon completion of the MS in Education program. No courses (undergraduate or graduate level) used toward the completion of the terminal degree from CSUEB or any other university are permitted. In the event that the student does not have units to be transferred, 13 units can be taken in electives.

**Total
Concentration or
Minor Units
Required*** 16-29

**Please indicate
which (if any)
Minors or
Concentrations
will be
discontinued as a
result of this
proposal:***

Education, M.S.: Curriculum [SUSPENDED]

**Revised Major
Program Learning
Outcomes (if
applicable) due to
addition of new
concentration):***

Catalog Program Description

This program is designed to prepare teachers and educational professionals advanced training and integrated competencies in the area of Curriculum and Instruction. The program is committed to the philosophy that teachers are dedicated to the academic achievement of all students in the T-K-12 arena and beyond. National, state and local documents are analyzed in coursework to promote inclusive and diverse instruction. Evidenced-based pedagogies, inquiry-based learning and social justice are examined through a critical lens. This 3-semester program caters to the working practitioner and classes are offered at convenient times. Students take a series of classes designed to prepare them to become creators and consumers of curriculum and implement an action-research project in an educational setting. This degree is intended for the T-K-12 teacher and other instructors.

Program Learning Outcomes

1. Identify, describe and evaluate a variety of factors and contemporary issues that influence curricula.
2. Demonstrate appropriate content knowledge, pedagogy and skills to provide access for all students.
3. Develop leadership skills to become an advocate and mentor for school community members, diverse families and students.
4. Identify and assess research through a critical lens to synthesize the literature.
5. Complete an action research project investigating a topic as it relates to the field.

**Is this
concentration
recognized as
"similar" under the
STAR Act (SB
1440)? See help
text***

- Yes (Articulation Office will review) No/Not Applicable
 I don't know (Articulation Office will review)

COMPLETE THIS SECTION FOR REVISED/ELEVATED CONCENTRATIONS ONLY

Proposed Degree Program Title (if Elevating a Concentration to Degree) Master of Science in Curriculum and Instruction

CSU degree program code: Curriculum and Instruction - 08291 - 13.0301

Campus-proposed CSU degree program code to be used to report enrollments: Curriculum and Instruction - 08291 - 13.0301

Provide a detailed cost-recovery budget for self-support concentrations to be offered within state-support major degree programs: N/A

FOR CONCENTRATION REVISIONS AND ELEVATIONS ONLY:

The Office of the Chancellor requires a 4-year major-and-concentration roadmap for freshmen and a 2-year major-and concentration roadmap for transfer students

[Bachelor's Degree Roadmap Template](#)

[Master's Degree Roadmap Template](#)

Have you attached your Major and Concentration Roadmaps?* Yes Not Yet (Concentration will not receive Chancellor Office approval)

Empty text boxes for additional information.

DEAN'S OFFICE/COLLEGE CURRICULUM COMMITTEE REVIEW

RESOURCE IMPLICATIONS (REQUIRES DEAN'S OFFICE APPROVAL)

List additional resources required to offer this program, beyond what is covered in the department budget.* SEE ATTACHMENT

OTHER IMPACTED DISCIPLINES

What other departments (or disciplines) may have similar content to this proposed curriculum?*

NONE

Has this proposal been discussed with departments outside of your own?*

No/Not Applicable

Ready to Launch Your Proposal? Save all your changes, then see [Steps for Launching a Proposal](#)

APS OFFICE USE ONLY

Degree Type

Program Type

APS USE ONLY

CSUEB Degree Roadmap

Master of Science in Curriculum and Instruction

A Master's Degree must have at least 30 units. Use the area below to list all program requirements in the recommended sequence, using as many semesters as required.

TOTAL UNITS TO DEGREE:			30
Course	Course Title	Units	
First Semester			
TED	641 Hist, Theor, & Soc Foun of C&I	4	
TED	642 Develop & Evaluate C & I	4	
TED	601 Prof Research Seminar	1	
TED	697 Issues in Teacher Education	1	
TOTAL:			10
Second Semester			
TED	643 Ad Theory & Meth of C&I	4	
TED	612 Rsearch Design in Education	4	
TED	602 Prof Research Seminar 2	1	
TED	697 Issues in Teacher Education	1	
TOTAL:			10
Third Semester			
TED	644 Critical & Cont Issues in C & I	4	
TED	693 Master's Project	4	
TED	603 Prof Research Seminar 3	1	
TED	697 Issues in Teacher Education	1	
TOTAL:			10
Fourth Semester			
TOTAL:			0
Fifth Semester			
TOTAL:			0
Sixth Semester			
TOTAL:			0

Elevating Options or Concentrations to a Full Degree Program Template

1. Program Type

- a. State-Support

2. Program Identification

- a. California State University, East Bay
- c. Master of Science in Curriculum and Instruction
- c. Anticipated Spring/Summer, 2020
- d. 30 Semester Units
- e. Department of Teacher Education
- f. Dr. Valerie Helgren-Lempesis, Associate Professor, Department of Teacher Education
- g. CSU Program Proposal
- h. CIP Code: 13.0301 CSU Code: 08291
- i. All students who began the program in the past have either completed the program or exceeded the 7 year policy for their classes to be used toward receipt of the degree. Therefore, with no current or eligible students, we do not need a teach-out policy.
- j. The current MS in Education, Option in Curriculum has been discontinued as of June, 2018. Because it employed a cohort model, there exist no current students needing to complete the program from past or recent years.

3. Program Overview and Rationale

a. Rationale, Description, Purpose, Strengths, Justification

Education continues to reflect the complexities of society. What was once a set of skills meant only for a small percentage of America's population, has become necessary for all of its citizens to function in this rapidly changing society. We consistently hear a call for institutions

of higher education to provide training and education for teachers; a course of study to help students learn to think more critically and holistically and to become responsive to the ever-changing landscape. We have taken this charge very seriously and have decided to elevate our Master of Science in Education, Option in Curriculum to a Master's in Curriculum and Instruction. We believe that by elevating our degree to a Master of Science in Curriculum and Instruction, we can provide teachers with the necessary knowledge and skills to be critical creators and consumers of curriculum and instruction. We can prepare our graduates to make a real impact on what and how curriculum is taught in the classroom. Unlike our past program which appeared to be more of a generalist degree, our new classes focus on curriculum as a discipline to be explored, considered, tested, and mastered.

Located in the East Bay of San Francisco, California State University, East Bay serves large urban and suburban areas and we strive to remain relevant to our constituency of teachers. The mission of CSU East Bay is to welcome and support a diverse student body with academically and culturally rich learning experiences so that students can apply what they have learned to their lives and contribute responsibly to society. Likewise, the mission of the College of Education and Allied Studies is to prepare collaborative leaders, committed to professional excellence, social justice, and democracy, who will influence a diverse and interconnected world. Our elevated degree strongly aligns with the mission of the College and was conceptualized using the themes of social justice, collaborative practices, and accessibility of learning for all students. Our commitment to the 21st century model of critical thinking, communication, collaboration and creativity is clearly evidenced in our program and student learning outcomes, readings, lectures and assignments. Students take a series of classes designed to prepare them to become creators and consumers of curriculum and implement an action-research project in an educational setting. This degree is intended for the TK – 12 teacher and other instructors.

Prior to developing the degree, we collected data for two years from our graduating students (MS in Education, Option in Curriculum) as well as analyzed the marketplace for knowledge, skills, and dispositions found in job descriptions for Curriculum Specialists. We noted that districts throughout California wanted a candidate strong in their knowledge of state guidelines, policies, accessibility and alignment issues as well as the ability to develop and improve curriculum. In addition, the skills of collaborating with teachers, modeling research-based strategies, integrating technology, and the ability to evaluate and assess the quality of instruction were prioritized. Our graduating students from the former degree stated these same considerations and the proposed program sought to include these skills in the new degree.

Our new Master of Science in Curriculum and Instruction is designed to prepare teachers and educational professionals in advanced training and integrated competencies in the area of Curriculum and Instruction. It is committed to the philosophy that teachers are dedicated to the academic achievement of all students in the TK-12 arena and beyond. National, state, and local documents are analyzed in coursework to promote inclusive and diverse instruction. The program utilizes relevant documents including, but not limited to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), State Preschool foundations and others. We have found that these documents promote student learning and a pedagogical landscape that requires a different way of preparing teachers. For our newly credentialed teacher, we hope to scaffold and add to what they already know, while we will challenge our seasoned teachers to re-think and explore new pedagogies and practices. Evidenced-based pedagogies, inquiry-based learning and social justice are examined through a critical lens.

We believe our program has many strengths. This 3-semester program caters to the working practitioner and classes are offered at convenient times. Feedback from our current graduate students indicates to us that they appreciate coming to campus a limited number of consecutive days and prefer a hybrid format delivery (70/30 split); with 70 percent of instruction delivered in a face-to-face format and 30 percent

delivered online. Another strength of the program includes the cohort model where students take classes and complete the program with the same group of people. Using this model, students are able to build professional relationships and are part of a diverse group of students geographically, ethnically, and socially. They learn to problem solve, collaborate, and communicate collectively and individually. The grade level span (TK-12) also provides them with appreciation of what their colleagues do in their classrooms and an opportunity to dialogue about issues and concerns from multiple perspectives. Students also take an accompanying seminar each semester that provides professional support and offers a system where the concepts of research and academic success are supported for optimum learning. By using the same instructor in this series, students feel systemically connected to the university. Another advantage noted is that we have found the assignment of one instructor to teach the research and master's project classes provides students with consistency, guidance and the confidence to seamlessly complete their research. Students appreciate the "single" voice and personalization they receive since the instructor is with them for two consecutive semesters.

The elevation of the degree will enable the Department of Teacher Education to produce candidates who can make a difference in the quality of instruction in the classroom. Whether they decide to remain in the classroom or step into a leadership position, candidates will complete a rigorous and contemporary program designed for today's learners. Additionally, it will allow the department to continue its mission in Teacher Education on a graduate level and serve the educational community in the Bay Area with a revised and vibrant program.

Additional Consideration

Preparations for CSU East Bay's conversion from the quarter to semester system began in earnest during the 2016-17 academic year. During 2017, it was decided that the former degree did not fit into one of the Chancellor's pre-approved graduate programs according to Executive Order 1071. Knowing that we needed to revise it according to one of the definitions provided, the degree was offered for the last time during the 2017-18 academic year and was not converted to the semester model. Thus, the program was suspended so that we could write to the specifications of the elevated degree as well as use a semester model for its delivery.

b. Proposed Catalog Copy

Program Description

This program is designed to prepare teachers and educational professionals advanced training and integrated competencies in the area of Curriculum and Instruction. This program is committed to the philosophy that teachers are dedicated to the academic achievement of all students in the TK-12 arena and beyond. National, state, and local documents are analyzed in coursework to promote inclusive and diverse instruction. Evidenced-based pedagogies, inquiry-based learning and social justice are examined through a critical lens. This 3-semester program caters to the working practitioner and classes are offered at convenient times. Students take a series of classes designed to prepare them to become creators and consumers of curriculum and implement an action-research project in an educational setting. This degree is intended for the TK – 12 teacher and other instructors.

Career Opportunities:

Graduates of this program will be eligible to secure positions as curriculum developers, curriculum specialists, Teachers on Special Assignment (TSA), tutors, trainers for professional businesses. Graduates may also accept curriculum and leadership/teaching positions in State, County, District offices and Community Colleges.

Admission Requirements:

1. Students must demonstrate an appropriate background when applying for this degree. Background can be demonstrated by successful completion of a state of California teaching credential, teaching credential/certificate from another state or country or appropriate degree and/or work experience.
2. Candidates must hold a baccalaureate degree from an accredited institution. If a candidate has a baccalaureate degree from out of the country, they must have their transcripts evaluated by the International Graduate Student Admissions Office.
3. Candidates must have earned at least a 3.0 Grade Point Average (GPA) in all upper division/post baccalaureate coursework.

Degree Requirements

1. Complete at least 30 units of approved graduate work, subject to the following conditions:
 - a. All units must have been earned within the past five (5) years immediately preceding completion of the requirements for the degree.
 - b. No fewer than 70% (or 21 semester units) must have been completed in residence as a regularly matriculated student in the graduate program at Cal State East Bay.
 - c. No more than nine (9) semester units of approved courses may be transferred from another institution, taken through approved extension courses (including Open University), or taken as an “Unclassified Post-Baccalaureate” student.
 - d. At least 15 semester units must have been in courses numbered in the 600 series or equivalent graduate level.
2. Satisfy the University Writing Skills Requirement (UWSR).
3. Earn at least a 3.0 GPA in all units satisfying the requirements of the degree program.
4. Complete a University Thesis or a Graduate Project course within five (5) years of admission to the program.
5. The department requires that all courses in the Master’s program be taken for a letter grade. No CR/NC grades for courses will be accepted towards the Master’s degree requirements.

Cause for Dismissal From the Program

Students must earn a grade of B- or better in all classes taken during the graduate program, whether the courses are taken at California State University East Bay or elsewhere. Students may repeat a given course only once, and the grade received the first time the course is taken will not be include in the GPA calculation. If a student does not earn a grade of B- or better the second time the class is taken, the student will be referred to the Office of Graduate Studies with a recommendation that they be declassified from the program. Students whose GPA falls below the 3.0 for two or more consecutive semesters will be academically disqualified from the university.

Program Learning Outcomes

1. Identify, describe and evaluate a variety of factors and contemporary issues that influence curricula.

2. Demonstrate appropriate content knowledge, pedagogy and skills to provide access for all students.
3. Develop leadership skills to become an advocate and mentor for school community members, diverse families and students.
4. Identify and assess research through a critical lens to synthesize the literature.
5. Complete an action research project investigating a topic as it relates to the field.

Required Courses and Units:

Curriculum and Instruction Degree Requirements (30 semester units)

Required Courses (23 units)

TED 601 – Professional Research Seminar I Units: 1

TED 602 – Professional Research Seminar II Units: 1

TED 603 – Professional Research Seminar III Units: 1

TED 612 – Research Design in Education Units: 4

TED 641 – History, Theory and Social Foundations of Curriculum and Instruction Units: 4

TED 642 – Developing and Evaluating Curriculum and Instruction Units: 4

TED 643 – Advanced Theory and Methods of Curriculum and Instruction Units: 4

TED 644 - Critical and Contemporary Issues in Curriculum and Instruction Units: 4

Capstone Experience (4 Units)

TED 693 – Master’s Project Units: 4

Implementation and analysis of action research. Final synthesis paper.

Electives (3 Units)

TED 697 – Issues in Teacher Education Units: 3

Other courses approved in advance by the Graduate Advisor.

c. Formal Campus Letter



CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

College of Education and Allied Studies
Office of the Dean

25800 Carlos Bee Boulevard, Hayward, CA 94542-3074

510.885.7418 • 510.885.2283 (fax) • carolyn.nelson@csueastbay.edu • www.csueastbay.edu

March 25, 2019

From: Carolyn Nelson, Dean, College of Education and Allied Studies

A handwritten signature in cursive script that reads "Carolyn Nelson".

To: CSU Chancellor's Office

Re: Commitment to Support Master of Science in Curriculum and Instruction

I fully support the elevation of the Master of Science in Curriculum and Instruction degree program from an option in the Master of Science in Education to a stand-alone degree program. The program will begin at the next available semester if approved by the Chancellor's Office.

I can ensure the CSU Chancellor's Office that the administrative commitment to sustain the stand-alone degree, should it be approved, will be apparent. I expect enrollments to rise because a separate master's degree improves the Teacher Education department's ability to recruit graduate students interested primarily in Curriculum and Instruction. The demand for the degree in Curriculum and Instruction has been consistent for the past 5 years, with 27 as the average number of students in the program. We anticipate the number to minimally hold steady and most likely to grow larger with the advent of the Common Core, Next Generation of Science Standards (NGSS), and other state and national standards for student achievement. The expectations for teacher performance in planning and creating curriculum has risen dramatically; teachers are expected to work in teams to collaborate, create lessons from multiple sources, and critically reflect and revise based on student needs. Deepening acquisition of these 21st century skills is the backbone of this master's degree program.

This program can be completed in three consecutive semesters in a cohort with other credentialed teachers. The master's degree caters to a range of TK-12 teachers who want to remain in the classroom or who want to consider administrative or Teachers on Special Assignment (TSA) positions within a district. Thus, whether teachers wish to increase their level on the salary schedule or move on to district or county positions, the Master's in Curriculum and Instruction is a viable option for them.

Making this change as the University transitions to a semester-based curriculum is appropriate and reflects the opportunity the Teacher Education department is taking to transform its programs to meet the needs of a changing educational environment. I fully support the elevation of this degree.

THE CALIFORNIA STATE UNIVERSITY

Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles • Maritime Academy
Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

6. Curriculum

a. Side-by-side comparison

MS in Education, Option in Curriculum 45 Quarter Units Discontinued, June, 2018	MS in Curriculum and Instruction 30 Semester Units Proposed, Fall, 2019
Course Requirements	Course Requirements
Required Courses: 20 Units	Required Courses: 23 Units
TED 6901 Action Research & Writing: Introduction to Research (2)	TED 601 Professional Research Seminar 1 (1)
TED 6902 Action Research & Writing: APA, Human Subjects (2)	TED 602 Professional Research Seminar 2 (1)
TED 6903 Action Research & Writing: Synthesis, Topic Definition (2)	TED 603 Professional Research Seminar 3 (1)
TED 6904 Action Research & Writing: Project Design (2)	TED 612 Research Design in Education (4)
TED 6300 Foundations of Curriculum (4)	TED 641 History, Theory, and Social Foundations of Curriculum and Instruction (4)
TED 6700 Advanced Educational Psychology (4)	TED 642 Developing and Evaluating Curriculum and Instruction (4)
TED 6020 Research in Education (4)	TED 643 Advanced Theory and Methods of Curriculum and Instruction (4)
	TED 644 Critical and Contemporary Issues in Curriculum and Instruction (4)
Electives: 21 Units Choose Classes From the List Below	Electives: 3 Units
TED 6010 Seminar in Teaching & Learning Math (4)	TED 697 Issues in Teacher Education (1-4)
TED 6021 Seminar in Diagnosis and Treatment of Learning Difficulties in Math (4)	Other courses approved in advance by the Graduate Advisor

TED 6040 Advanced Curriculum and Instruction in Math (4)	
TED 6050 Seminar In Science and Health Education (4)	
TED 6416 Development of Environmental Education (4)	
TED 6440 Advanced Curriculum in Science and Health Education (4)	
TED 6015 Using Research to Improve Learning (4)	
TED 6999 Special Topics In Education (1-4)	
Capstone: 4 Units	Capstone: 4 Units
TED 6901 Graduate Synthesis (4)	TED 693 Master's Project (4)
Total: 45 Quarter Units	Total: 30 Semester Units

b. Assessment Plan

MS in Curriculum and Instruction: Comprehensive Assessment Plan

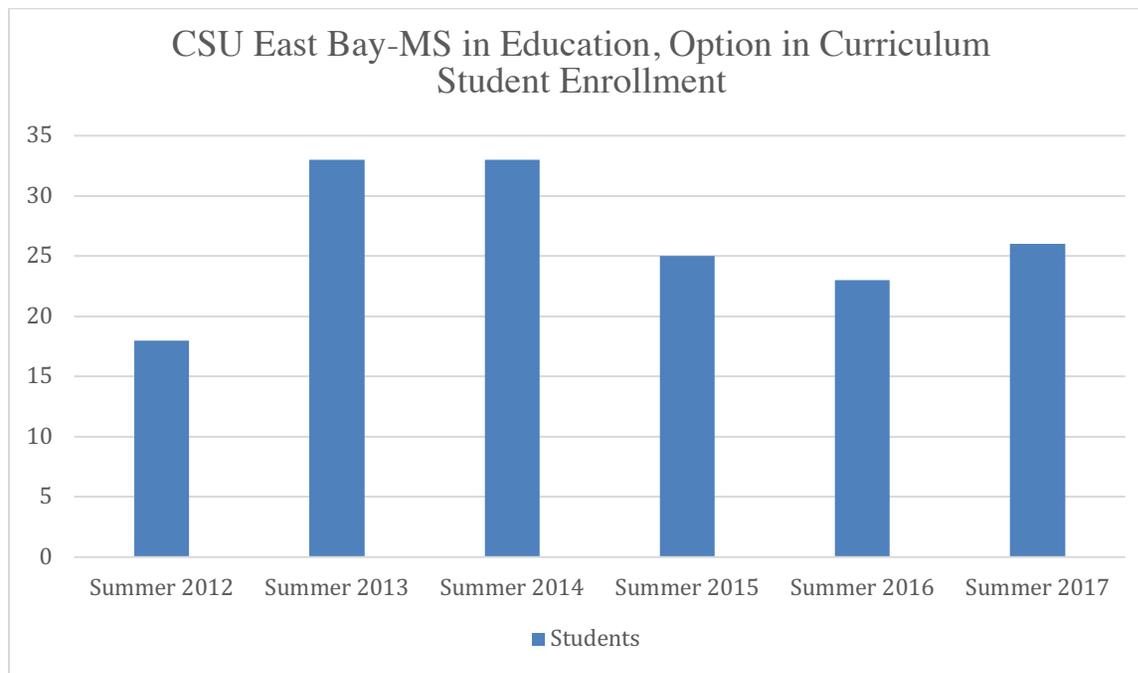
A: ILOs	B: PLOs	C: SLOs	D: Course In which SLO Assessed	E: Assessment activity measuring SLOs	F: Assessment tool measuring outcome success	G: Assessment schedule	H: How data will be reported – quantitative & qualitative	I: Designated personnel to collect, analyze, & interpret SLO data	J: Program Data Dissemination schedule	K: Closing the loop strategies
<p>ILO 1: Thinking and Reasoning: Think critically and creatively; Apply analytical and quantitative reasoning to address complex challenges and everyday problems</p> <p>-----</p>	<p>PLO 1: Identify, describe and evaluate a variety of factors and contemporary issues that influence curricula</p> <p>-----</p>	<p>SLO 1: Identify and describe and evaluate how the role of history, race, culture and other social factors influence the development of curriculum and instruction</p> <p>-----</p>	<p>TED 641 History, Theory and Social Foundations in Curriculum and Instruction</p> <p>-----</p>	<p>Curriculum Case Study</p> <p>-----</p>	<p>Rubric designed with component parts to measure criteria of assignment</p> <p>-----</p>	<p>Once every year</p> <p>-----</p>	<p>Report on percentage of students that meet or exceed a minimum level established for SLO</p> <p>-----</p>	<p>The course instructor and program coordinator</p> <p>-----</p>	<p>At the end of Summer or (1- semester of program) on Blackboard</p> <p>-----</p>	<p>An annual meeting of an advisory board consisting of professors and community members review data and program changes. Members are solicited for input and feedback</p> <p>-----</p>
<p>ILO 3: Collaboration Work collaboratively and respectfully as members and leaders of diverse teams and community .</p> <p>-----</p>	<p>PLO 2: Demonstrate appropriate content knowledge, pedagogy and skills to provide access for all students</p> <p>-----</p>	<p>SLO: 2 Evaluate a variety of models and instructional methods to ascertain access for all students</p> <p>-----</p>	<p>TED 643 Advanced Models and Methods of Instruction</p> <p>-----</p>	<p>Design and construct a unit of study on inquiry-based learning inclusive of all students</p> <p>-----</p>	<p>Rubric designed with component parts to measure criteria of assignment</p> <p>-----</p>	<p>Once every year</p> <p>-----</p>	<p>Report on percentage of students that meet or exceed a minimum level established for SLO</p> <p>-----</p>	<p>The course instructor and program coordinator</p> <p>-----</p>	<p>At the end of Fall (or 2- semester of program) on Blackboard</p> <p>-----</p>	<p>An annual meeting of an advisory board consisting of professors and community members review data and program changes. Members are solicited for input and feedback</p> <p>-----</p>
<p>ILO 4: Diversity Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our community</p>	<p>PLO 3: Develop leadership skills to become an advocate and mentor for school community members, diverse families and students.</p>	<p>SLO 4: Develop a personal position on a factor of social justice in curriculum and instruction</p>	<p>TED 644 Critical and Contemporary Issues in Curriculum and Instruction</p>	<p>Create a research poster presentation on a specific topic relevant to social justice in curriculum and instruction</p>	<p>Rubric designed with component parts to measure criteria of assignment</p>	<p>Once every year</p>	<p>Report on percentage of students that meet or exceed a minimum level established for SLO</p>	<p>The course instructor and program coordinator</p>	<p>At the end of Spring (3- semester) on Blackboard</p>	<p>An annual meeting of an advisory board consisting of professors and community members review data and program changes. Members are solicited for input and feedback</p>

A: ILOs	B: PLOs	C: SLOs	D: Course In which SLO Assessed	E: Assessment activity measuring SLOs	F: Assessment tool measuring outcome success	G: Assessment schedule	H: How data will be reported – quantitative & qualitative	I: Designated personnel to collect, analyze, & interpret SLO data	J: Program Data Disseminati on schedule	K: Closing the loop strategies
<p>ILO 2: Communication Communicate ideas, perspectives and values clearly and persuasively while listening openly to others</p> <hr/> <p>ILO5: Sustainability Act responsibly and sustainably at local, national and global levels.</p>	<p>PLO 4: Identify and assess research through a critical lens to synthesize literature.</p> <hr/> <p>PLO 5: Complete an action research project investigating a topic as it relates to the field.</p>	<p>SLO 4: Write a research paper or project proposal</p> <hr/> <p>SLO 4: Write a final synthesis paper containing all components of research</p>	<p>TED 612 Research Design in Education</p> <hr/> <p>TED 693 Master’s Project</p>	<p>Submit a research paper or project proposal</p> <hr/> <p>Submit a final synthesis paper containing all components of research</p>	<p>Rubric designed with component parts to measure criteria of assignment</p> <hr/> <p>Rubric designed with component parts to measure criteria of assignment</p>	<p>Once every year</p> <hr/> <p>Once every year</p>	<p>Report on percentage of students that meet or exceed a minimum level established for SLO</p> <hr/> <p>Report on percentage of students that meet or exceed a minimum level established for SLO</p>	<p>The course instructor and program coordinator</p> <hr/> <p>The course instructor and program coordinator</p>	<p>At the end of Fall (or 2nd semester of program) on Blackboard</p> <hr/> <p>At the end of Spring (or 3rd semester of program) on Blackboard</p>	<p>An annual meeting of an advisory board consisting of professors and community members review data and program changes. Members are solicited for input and feedback</p> <hr/> <p>An annual meeting of an advisory board consisting of professors and community members review data and program changes. Members are solicited for input and feedback</p>

Curriculum Map Matrix
Program Learning Outcomes (PLOs) are Introduced (I), Developed, (D), Mastered (M) and Assessed (A)
Required (R) and Elective (E) Courses

Courses	R/E	PLO 1 Identify, describe and evaluate a variety of factors and contemporary issues that influence curricula.	PLO 2 Demonstrate appropriate content knowledge, pedagogy and skills to provide access to all students.	PLO 3 Develop leadership skills to become an advocate and mentor for school community members, diverse families and students.	PLO 4 Identify and assess research through a critical lens to synthesize the literature.	PLO 5 Complete an action research project investigating a topic as it relates to the field.
TED 601	R				I	I
TED 602	R				D	D
TED 603	R					
TED 612	R	M (A)	(A)		M, (A)	M
TED 641	R	I, D	I, D	I, D		
TED 642	R	D	M	D		
TED 643	R	M	M, (A)	D		
TED 644	R	M (A)		M, (A)	M	
TED 693	R					M, (A)
TED 697	E					

7. Evidence of Potential Student Demand



As noted in the chart above, the demand for the degree in Curriculum and Instruction has been consistent for the past 5 years, with 27 as the average number of students in the program. We anticipate the number to minimally hold steady and most likely to grow larger for a few reasons. First, with the advent of Common Core, NGSS, and other state and national standards for student achievement, the expectations for teacher performance in the area of planning and creating curriculum has risen dramatically. Teachers are expected to work in teams to collaborate, create and articulate lessons from multiple sources, and critically reflect and revise based on student needs and other factors. Acquisition of these 21st century skills are the

backbone of this Master's degree program. Teachers are becoming metacognitive regarding their own need for these abilities and completion of this program will enable them to do these tasks professionally. Next, unlike the other Master's available in Teacher Education, this program can be completed in 3 consecutive semesters in a cohort with other teachers. Lastly, we have seen a rise in numbers in the other programs and expect the same for this Master's degree. Additionally, this program caters to the range of TK-12 teacher and has always drawn from the population of teachers who want to remain in the classroom as well as those who want to consider administrative and/or TSA (Teachers on Special Assignment) positions within a district. So whether a teacher wishes to increase their level on the salary schedule, or move on to a district or county position, this degree will enable them to do so. We are anxious to offer the elevated degree to our graduating pool of credentialed teachers.

Submit completed proposal packages to:
degrees@calstate.edu

Academic Programs and Faculty Development
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Contact Us

Dr. Alison M. Wrynn, Ph.D
Interim Assistant Vice Chancellor, Academic Programs and Faculty Development, and Interim State University Dean, Academic Programs

Phone (562) 951-4672
Fax (562) 951-4982
awrynn@calstate.edu

Academic Programs and Faculty Development is on the Web <http://www.calstate.edu/APP/>

Contact Extended Education

Dr. Sheila Thomas
Assistant Vice Chancellor and
Dean, Extended Education

Phone (562) 951-4795
Fax (562) 951-4982
stthomas@calstate.edu