SECTION I - INTRODUCTION

Academic divisions of the University of California, Riverside, include the College of Natural and Agricultural Sciences; the College of Humanities, Arts, and Social Sciences; the Marlan and Rosemary Bourns College of Engineering; the Graduate School of Education; The A. Gary Anderson Graduate School of Management; the Division of Biomedical Sciences; and the Graduate Division. The campus is also home for regional headquarters of Cooperative Extension and a branch of University Extension, which includes Summer Sessions.

The roots of the campus date back to 1907 when, by act of the Legislature, the Citrus Experiment Station was established to conduct research in the agricultural problems of Southern California. Graduate work was conducted early in the station’s history, and today, graduate education is central to its mission.

In 1948, the Regents approved the establishment of the College of Letters and Science. Necessary legislation was passed by the Academic Senate in 1951. The College opened for classes in February 1954. By act of the Regents, the Riverside campus in 1959 was declared a general campus with a mandate to develop appropriate areas of study. In 1960, the Graduate Division was established, and graduate and professional programs were added.
Consistent with the mission of the University of California system, the UC Riverside campus is committed to scholarship and research, with a particular concern for the development of theory and the formulation of innovative programs. In this regard, a major interest is community outreach wherein it is demonstrated that research and theory can inform practice in agriculture, business, industry, government, and the professions.

The Graduate School of Education at the University of California, Riverside, under the leadership of Dean Robert C. Calfee, Ph.D., can best be described as comprehensive. Research is conducted by preeminent faculty in the areas of Educational Administration, Curriculum and Instruction, Educational Psychology, Special Education, School Psychology. This research is pivotal in the development of a wide range of M.A. and Ph.D. programs, as well as a comparable variety of credential programs that enroll a very large number of students within the Graduate School of Education. Teaching credential programs include Multiple Subjects with CLAD/BCLAD Emphasis (in Spanish), and Single Subject with CLAD Emphasis, as well as Level I (Preliminary) and Level II (Professional) of the Education Specialist Credential in Mild/Moderate Disabilities and the Education Specialist Credential in Moderate/Severe Disabilities. Also, Administrative Services Credential programs are available at both preliminary and professionals levels, and may be combined with advanced degrees. All of UCR’s programs for the credentialing of teachers and administrators are accredited by the California Commission on Teacher Credentialing (CCTC).
As proposed, a Master of Education Degree program would represent an important component in UCR’s approach to the preparation of leaders for K-12 education in the country through the integration of research/theory and practice. Such a program addition is viewed as augmenting and complementing current offerings, thereby enhancing the School’s ability to recruit outstanding undergraduates into graduate level preparation. Currently, many excellent candidates are obliged to select institutions other than UCR, since they wish to earn an advanced degree concurrently with a teaching credential. The M.Ed. Degree program would further permit the School to prepare new teachers who will become leaders in the complex and changing roles that characterize the teaching profession.

I-1 Aims and Objectives

The Graduate School of Education proposes to establish a Master of Education Degree program which would allow students to complete the requirements for a California teaching credential and a master’s degree simultaneously. As designed, the M.Ed. would be a professional program intended to develop teachers who are critical users of research. It is anticipated that teachers who graduate from the program will be knowledgeable regarding the interrelationship of educational research and educational practice, will be able to utilize such knowledge and technological skills enhance life in classrooms, schools, and districts, will be continuous consumers of educational research and scholarship, and will have the skills to analyze research in order to discern implications for practice that are appropriate for their respective classrooms, schools, and districts. It is reasoned, that the addition of new master courses will accelerate the candidates’ professional confidence and motivate them to assume leadership roles.
As indicated in the Graduate School of Education’s Five-Year Plan, enrollments in the credential and master’s programs are expected to double by June 2004. The M.Ed. Degree program is proposed as an excellent avenue to accommodate expansion while fulfilling the mission of the Graduate School of Education. Most importantly, it is believed that the M.Ed. Degree program would meet increased demands for high-quality study sequences that permit students to complete requirements for a California teaching credential while concurrently pursuing a master’s degree. At the present time, various local institutions (UC Irvine, Claremont, UCLA) offer or have proposed this type of interrelated preparation.

The primary goal of the proposed M.Ed. Degree program is to produce thoughtful teachers who (a) are able to mobilize educational theory and research in formulating curricular and pedagogical decisions (b) will utilize technology to access the newest policy and research information and be able to integrate technology into instruction in meaningful ways, and (c) will also become leaders in reform efforts in their respective schools and districts. Attainment of this goal would be dependent upon a rich academic experience focused on the integration of theory and practice. In the proposed M.Ed. Degree program, this integration would be required and modeled in (1) the content and teaching in courses; (2) collaborative participation of UCR faculty and school district professionals; and (3) field-based, reflective practica.
Among the distinctive features of the proposed M.Ed. Degree program are the following:

- Emphasis of the program is the interrelating of educational theory/research and educational practice.

- Design of the program fosters a seamless transition from undergraduate to graduate study in education, and anticipates future teaching placement.

- The program is consistent with the learner-centered principles of the K-12 reform movement, especially the active involvement of the teacher in planning, monitoring, evaluating and modifying the program, and in preparing for on-going professional development.

- A major concern of the program is substantial improvement in the preparation of teachers who will be placed in settings serving multicultural and low-income students.

- Throughout the program, specific studies and experiences are included in an effort to develop the candidate’s expertise in the use of educational technologies for instructional enhancement.

- The program provides opportunities for advanced doctoral students at UCR to gain experience in course development and instruction. Under the guidance of ladder faculty members, the doctoral students participate in development and implementation of the M.Ed. Research on Practice four-course component that is scheduled for the summer period.

- An opportunity is offered for the candidate to begin preparation for National Board Certification. A culminating requirement planned for completion of the M.Ed. Degree program is an electronic teacher portfolio for demonstration of competence. This portfolio has been designed for consistency with that developed in accordance with the National Board of Professional Teaching Standards. National Board certification is recognized statewide and nationally as an important vehicle for advancing teaching as a profession.

- Consistent with the Professional Development School model, supervised teaching experiences will be conducted at sites recognized for excellence in educational practice, implementation of educational reform, and availability of outstanding educators who are committed to the improvement of teaching and learning.

- Multiple sections of courses will be taught in anticipation of large enrollments (possibly 300 students annually) within a five-year period.
I-2 (a)  HISTORICAL DEVELOPMENT OF THE FIELD

(References appear as Appendix A)

Major concerns of the field during past decades have centered primarily on the quality and quantity of instructional personnel. As current assaults on directions and requirements of teacher preparation in the nation persist, it is appropriate to review historical landmark positions in the continuing quest for improvement of the American educational system.

It should be noted that for the first two centuries of our nation, teacher education did not exist in any structured way; thus, teachers were not educated formally for an instructional role. Early in the 19th Century, the New England “common school” appeared—an entity free of tuition, being supported through taxation; subsequently, the public normal school evolved as an institution devoted to the preparation of teachers for the common school. Such preparation focussed primarily on the skills and knowledge that would be needed in actual teaching. (Pangburn, 1932). Soon it was recognized that the normal school would need to augment its offerings to include academic subjects in order to familiarize the relatively uneducated students with content they would be teaching.

Throughout the late 19th Century, as the number of normal schools increased, established universities developed departments of education and began to direct attention to the study of education as well. Since the universities were largely oriented toward advanced research, the interest was much more theoretical and much less technical than that of the normal school.
During the first two decades of the 20th Century, university departments of education maintained their focus on undergraduates who were preparing for careers as high school teachers. Preparation for this level of teaching allowed the university departments to distinguish themselves from normal schools that were concerned with training elementary school teachers, (Krug, 1964).

Over the years, the normal school evolved into a higher level institution known as “the teachers’ college”; then with expanded focus, it became simply “college”, and later a few acquired the name “university.” When the normal school became the teachers’ college, it began to offer a bachelor’s degree and to compete with universities in the production of high school teachers. As teachers’ college campuses became more academic and less school oriented, they became diluted versions of the university, conducting research and withdrawing from efforts to excel in the preparation of teachers. Simultaneously, the universities were experiencing difficulties of their own in determining the appropriate focus for educational study. Such indecision was greatly intensified with their advocacy of the science of education and diminished interest in the school classroom.

CRITICAL ANALYSES OF TEACHER PREPARATION

In the early 1950’s a scathing analysis of public schools and the professional education of teachers was released by Arthur Bestor (1953), professor of history at the University of Illinois. Notable critiques which followed include one by James Koerner (1963), an officer on the Council for Basic Education, and a second by James Conant (1963), former president of Harvard University. These publications, which denounced the quality of teacher education students and
questioned the academic credentials of professors of education who engaged in teacher preparation, were primarily incited by the nation’s concern over educational deficiencies of its students. Such concern had been effected, in part, by the Russians’ success in 1957 of entering their Sputnik satellite into orbit—predating America’s space missions.

Societal concern for education was again intensified in the 1980’s. In 1983, the National Commission on Excellence conducted a 20-month study of public education and teacher preparation in the nation. The Commission’s report, (A Nation at Risk, 1983), strongly critical of teacher education, offered two major recommendations:

(a) “Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline. Colleges and universities offering teacher preparation programs should be judged by how well their graduates meet these criteria.

(b) Master teachers should be involved in designing teacher preparation programs and in supervising teachers during their probationary years”.

The impact of the Commission’s publication was instantaneous, stimulating national and state commissions and task forces across the country to focus on education and avenues for amelioration of its weaknesses. Examples of prominent reports and their most notable recommendations are presented below:


In this study, the 12-member task force focussed on the need for improvement of schools and educational programs nationwide. Recommendations included strengthening the role of the federal government in promoting quality education within the context of state and local control.
The establishment of a master-teacher program to reward teaching excellence was proposed, as well as a new federal policy on elementary and secondary schooling that would foster the development of literacy in the English language.


This task force of 41 members focussed on the national economy and international competition. The final report issued concluded that the nation’s survival and well-being were dependent upon an ability to improve the education of its citizens. Major recommendations were (a) the professionalism and rewarding of teaching, (b) the intensification of academic experiences in K-12 education, and (c) mobilization of the school system to ensure the teaching of new skills that would foster economic growth.

*Staffing the Nation’s Schools: A National Emergency*, Council of Chief State School Officers, Committee on Teacher Certification, Preparation, and Accreditation (1984)

The Council of Chief State School Officers, recognizing a national emergency in teaching, released a report in 1984 which included in its recommendations that (a) more compelling incentives be offered to attract and retain high quality teachers and (b) increased attention in research be directed to measurement of teacher competency.
RESPONSE TO NATIONAL COMMISSION REPORTS


The Forum of Educational Organization Leaders included representatives from eleven illustrious national groups. In 1983, this group responded to recent national commission reports on American education that focussed on the teacher as the central figure in education. The forum agreed that quality education required quality teachers. Specific recommendations were (a) to raise the base pay of all teachers and (b) to establish a career ladder for beginning, experienced, and master teachers.


In 1986, the Carnegie Task Force identified teachers as the key to educational reform and proposed the creation of a National Board for Professional Teaching Standards—to be organized with a regional and state membership structure. The intent of the Board was to establish high standards of teacher knowledge and abilities, and to certify teachers who met these standards. Among its recommendations were that (a) a bachelor’s degree in the arts and sciences be prerequisite to professional study of teaching and (b) a new curriculum in graduate schools of education leading to a Master in Teaching Degree be established.

It was the hope of the task force that individual states would require Board certification and state licensure. By the 1998-99 academic year, the National Board was in operation, certifying candidates who were able to demonstrate teaching excellence as well as pedagogical and content knowledge.
In 1983, the Holmes Group, consisting of 17 education deans, was formed to consider the reform of both teacher education and the teaching profession. Outstanding among the members’ recommendations, which were finalized in 1985 and distributed in 1986, were that:

- teacher education be extended. Professional education of teachers would occur in a 2-year, post-graduate, master’s degree program following a 4-year baccalaureate;
- undergraduate instruction be improved through inclusion of more in-depth study of subjects taught by prospective elementary teachers, and more study of pedagogy by prospective secondary teachers;
- closer interaction of universities and K-12 schools be stimulated through the utilization of expert K-12 teachers in teacher preparation programs and in educational research;
- more extensive clinical experiences be developed; and
- Professional Development Schools analogous to teaching hospitals be established.

According to John Sikula (1987), encouraging redesign of teacher education has occurred—in some states more than others. California has been cited as continuing to design, develop, and implement significant reforms. It is suggested that there is no one right way to prepare teachers. -- Individual programs should be analyzed and developed in accordance with local needs.

Despite some positive reports of ongoing reform efforts, schooling and teacher education remain under surveillance, and the sense that a need for more generalized improvement nationwide prevails.
Whereas the University of California system prepares a relatively small number of California’s educators, its leadership role in this enterprise is viewed as significant. Typically, the University has focussed on (a) the preparation of outstanding leaders for the education profession and (b) the implementation of innovative preparation programs designed to stimulate larger scale training through other segments of higher education. Consistent with nationwide attention to the reform of teacher education programs, an Advisory Committee for Planning Professional Programs in Education issued a report in 1993 with respect to the unique role of this University in public education in California (Educational Initiatives for Troubled Times: A Call to Action). In this report, the University was challenged to “renew its commitment to the public good, and to show clearly what its contribution is and could be” in supporting California's educational system in a time of crisis. (Oakes et al., 1993). Whereas the report focussed specifically on responsibilities of UC professional schools and educational programs, it further recognized a broader charge in K-12 schooling. Five core values were delineated to guide an analysis of the role of UC professional programs of education:

- Integration of theory, research, and practice;
- Scholarship that identifies and responds to the needs and problems of schooling, and is of value to both the academic community and the field;
- Collaboration across communities, institutions, and agencies;
- Collaboration within the University;
- Responsible learning communities.
It was noted that the UC mission to combine theory, research, and practice provides an opportunity for a “creative synergy” that distinguishes UC programs in education from those of most other training institutions. -- The 1993 report, however, acknowledged that the University was not achieving its potential in the improvement of education policy and practice as provided for in the mission statement.

Subsequent calls for action were issued by the University of California Council of Vice Chancellors in 1994-95 following the conclusion that the University of California had not given “significant priority to its programs in teaching, research and service to the K-12 education system”; and in 1998 when Dr. Richard Atkinson convened the University deans and directors of education, charging them to refocus on “the educating of educators.” Consideration was to be given both to problems and potential solutions in a new era of partnerships and to possible collaborations with K-12 education.

Educational concerns of the past remain today and are viewed as more intensified in California than in the nation as a whole. Contributing to the State’s teacher quantity/quality difficulties are the following:

It is anticipated that California’s current teacher shortage will become critical in the foreseeable future given demographic projections that depict a continuing high birthrate and increasing numbers of immigrants, as well as indications of high-level job dissatisfaction and disturbing attrition rates. In order to counteract an anticipated teacher-shortage crisis, it was recognized that attention would need to be directed to improving issues of prestige and
compensation. Means should be identified (a) to reduce the high attrition rate of new teachers, (b) to prepare and support teachers from diverse ethnic groups, (c) to increase pupil motivation and learning levels, and (d) to prepare teachers who demonstrate a commitment to career-long professional development.

Paralleling the teacher-quantity difficulty is that of teacher quality. A partial contributor to this undesirable condition has been the influx of noncredentialed instructors--a reflection of legislated reductions in class size and authorization of emergency credentials. Consequently, California’s teachers are viewed as, on the average, less-well prepared than teachers in most states. Such was the finding of the California Education Policy Seminar in 1998 and reported in *Doing What Matters Most: Investing in Quality Teaching*, (1998).

Once more, substantial attention is being directed to teacher preparation and the amelioration of educational deficiencies. A report *Teaching and California’s Future: Research Findings and Policy Recommendations* (1999), prepared by the Center for the Future of Teaching and Learning, depicted multiple strategies for increasing the supply and improving qualification standards for California’s teachers. One significant aspect of the report was encouragement of candidates to seek certification through the National Board for Professional Teaching Standards. Recommended were (a) increased stipends for teachers with National Board Certification and (b) establishment of a goal to realize at least one National Board Certified teacher in every California school by the year 2005.

Recently, the Governor initiated new programs and legislation has been passed for the purpose of improving teacher preparation. Among the policy initiatives directed to increasing
involvement of the University of California in teacher preparation was the formulation of a Governor’s Teacher Scholars Program. Provisions of this program include full tuition and fees to be made available to 400 candidates annually who pursue a combined teaching credential and master’s degree program through the University of California.

It is notable that the proposed M.Ed. Degree Program has been designed in recognition of and affords solution to the serious teacher quantity/quality concerns delineated above.

I-2 (b) HISTORICAL DEVELOPMENT OF DEPARTMENTAL STRENGTH IN THE FIELD

With the establishment of the Graduate Division at UCR in 1960, graduate and professional programs were initiated.

Since its inception, the Graduate School of Education has engaged in research and gradually expanded interest areas and foci. This research has been foundational in the development of degree and credential programs. Over the years, the School’s strength has intensified as Master of Arts Degree programs have been formulated and approved as Type A--to be completed in cooperation with participating academic departments and Type B-- with general areas of specialization including Educational Administration, Special Education, Curriculum and Instruction, and Educational Psychology. General areas of specialization authorized for the Ph.D. Degree are Curriculum and Instruction, Educational Administration, Special Education, Educational Psychology, and Exceptionality/School Psychology.
Programs for the preparation of teachers and education administrators have been offered during the past decades through periods of the State’s oversupply as well as decline of personnel in these career fields. Today, there are several credential programs in the UCR Graduate School of Education that have been authorized by the California Commission on Teacher Credentialing. In addition to study sequences for administrative service, instructional credential programs are available for both elementary and secondary levels, as well as for individuals who wish to specialize in teaching students with disabilities.

The School’s strength has been influenced positively with the addition of credential programs, since each is developed in accordance with stringent standards issued by the California Commission on Teacher Credentialing and each is subjected to regularized scrutiny (approximately every five years) by a State appointed Accreditation Review Team. For continuation of an authorized program, the Review Team must be satisfied that the institution is implementing all phases in accordance with the structure approved, and that graduates and employing school district administrators are supportive of the preparation offered.

An important determinant of the Graduate School of Education’s vigor and stamina is that of enduring attraction to its programmatic offerings. An examination of Head Count Enrollments provided by the Office of Academic Planning and Budget reveals a gratifying display of constancy and stability over a 20-year period. Fluctuations in totals for credential and degree programs have remained relatively minimal. Differences in the 1980 and 1999 figures indicate just eight fewer credential students and a decrease of only 13 degree students—amounting to the Total Student reduction of a mere 21 students. (See Summary Chart A below.)
Appendix B includes (a) a listing of major codes for Education, and (b) a computer report manifesting a breakdown by major code, by quarter, for both degree and credential programs. With approval of the proposed M.Ed. Degree program, a dramatic increase in student enrollments is anticipated. This expectation is in consideration of student demand for a program that combines basic teaching credential and master’s degree preparation. Chart B below--page 17a-- presents a projection of new Teacher Scholars (participants in an integrated program) through 2002-3.

Probably the most significant affirmation of strength in the Graduate School of Education is the caliber of its faculty. Only the very highest of qualified persons are hired and assigned to instructional and supervisory positions. Participants consist of tenure-track ladder faculty--all of whom possess doctorates in their research areas, as well as supervisors of Teacher Education, adjunct faculty, and lecturers--all of whom possess master’s or doctoral degrees in Education or cognate fields. Additionally, supervisors must have vast teaching experience and be highly recommended by district employers. Each of these faculty groups contributes to credential programs. First, the ladder faculty members teach theory courses for both the Teaching Credential and the Administrative Services Credential programs. Second, supervisors of teacher education supervise fifth year field experiences, and teach both collateral seminars and methods courses. Third, ladder faculty, adjunct faculty, and lecturers combine efforts to plan, implement, and evaluate administrative field experiences. Fourth, carefully selected lecturers and adjunct faculty occasionally are invited to teach theory courses when ladder faculty members are unavailable. Specific information regarding faculty members is presented in Section 4 of this document.
The addition of an M.Ed. Degree program as proposed is viewed as a means of increasing both breadth and depth in the preparation of teachers. Candidates would be advantaged by participation in an instructional sequence focusing on the interrelation of research/theory and practice. Further, an opportunity would be offered for the candidate to experience a smooth continuum from undergraduate to graduate study, and to participate in professional preparation that permits simultaneous qualification for both a California teaching credential and a master’s degree.

**I-3 TIMETABLE FOR DEVELOPMENT OF THE PROGRAM**

It is anticipated that the proposed M.Ed. Degree program would be offered beginning in Summer 2001. An initial enrollment of 35-40 students, all of whom would be eligible for full tuition and fee funding through the Governor’s Teacher Scholars Program, is projected. It is anticipated that eventually, through the provision of multiple sections of applicable programmatic courses, approximately 300 students could be accepted. No campus programs would need to have enrollments reduced in order to accommodate the proposed credential/degree offering.

**I-4. RELATIONSHIP OF THE PROPOSED PROGRAM TO EXISTING PROGRAMS ON CAMPUS AND TO THE CAMPUS ACADEMIC PLAN**

At the present time, thirteen departments and programs are eligible for participation with the Graduate School of Education in a cooperative Master of Arts Degree program. They include Anthropology, Biology, English, French, Geological Sciences, German, History, Mathematics, Music, Political Science, Psychology, Sociology, and Spanish. This “Type A” Master of Arts program typically accommodates candidates who are interested in pursuing a higher degree as well as completing education courses, in order to qualify for a teaching position at the Community College level.
Presently, the Department of English participates in a Type A Master’s Degree program. The joint program requires a minimum of 36 units, distributed equally between offerings of the Graduate School of Education and those of the Department of English. The candidate is able to complete both a Master’s Degree and a clear Single Subject Teaching Credential within a period of 18 months.

A recent expression of interest in development of Type A Master’s program has been expressed by the Department of Mathematics. Further, it is expected that other authorized departments may wish to participate in the future.

The Type A Master’s Degree is not viewed as competitive with the proposed M.Ed. Degree, since the latter program is directed to Multiple Subject and Single Subject credential candidates who wish (a) to study the interrelating of research/theory with practice (b) to become critical users of research, and (c) to teach in the K-12 public school setting.

Currently, the only credential programs in the Graduate School of Education offering the candidate an opportunity to integrate some credential work with a master’s program are the Education Specialist Credential in Mild/Moderate Disabilities and the Education Specialist Credential in Moderate/Severe Disabilities. These are not, however, fully integrated programs, since the satisfaction of credential requirements typically precedes completion of study for the Master’s Degree. These programs of study would not be competitive with the proposed M.Ed. Degree program, since they are only appropriate for individuals pursuing the Education Specialist Credentials in Special Education.
TIMELY CONSIDERATION

The proposed M.Ed. Degree program has been designed as an avenue to accommodate enrollment increases in both credential and master’s programs as anticipated in the School’s Five-Year Plan. Further, its development is viewed as most timely, given the present need for increased numbers of teachers who have completed high quality professional preparation programs--a current interest of both the offices of the Governor and the U.C. President. The effect of the proposed program on undergraduate programs is expected to result in a substantial increase in numbers of students electing education as a career choice. The possibility of combining credential preparation while pursuing a master’s degree promises to be attractive to U.C. Freshmen and Sophomores, as well as to students transferring from a Community College.

It is important that the M.Ed. Degree program be approved and implemented gradually in consideration of the funding potential. Through the Governor’s Teacher Scholars Program, which is under the direction of the Office of the UC President, full tuition and fees are defrayed annually for 400 students who are participating in UC credential/master’s programs. This funding opportunity became effective in June 2000, thus it is hoped that the UC Riverside campus will qualify for its portion of such subsidy as early as June 2001.

I-5. INTERRELATIONSHIP OF THE PROGRAM WITH OTHER UNIVERSITY OF CALIFORNIA INSTITUTIONS, IF APPLICABLE.

Several UC campuses currently offer master’s degree programs which are appropriate for new or experienced teachers. Given the recent motivation of fiscal support deriving from the Governor’s Teacher Scholars Program, more UC campuses are expected to develop combined credential/master’s degree programs.
INSTITUTIONAL COMPETITIVE/COOPERATIVE CONSIDERATIONS

None of the existing UC master’s programs (listed below) is viewed as competitive with the proposed M.Ed. because each serves as a delineated service area and because the proposed M.Ed. Program can be completed in one academic year. Please refer to page 43, III-6 Program Differentiation. Cooperation with existing UC campuses, as well as with other accredited institutions of higher learning could be a possibility through the consideration and approval of equivalencies for Education 109 and/or Education 116--foundational credential courses that are prerequisite to the proposed M.Ed. Degree program.

INTEGRATED U.C. MASTER’S DEGREE/TEACHING CREDENTIAL PROGRAMS

- **UCLA** – Master of Education (Ed.M.) program for elementary or secondary teachers; fuses professional preparation with research-based study. Requires two years for completion.
- **Santa Barbara** – Master of Education (Ed.M.) program for elementary or secondary teachers. Professional as opposed to research/theory orientation. Requires one year for completion.
- **Berkeley** – Master of Arts (M.A.) in Education integrates developmental studies with professional preparation. Requires two years for completion.
- **Santa Cruz** – Master of Arts in Teaching (M.A.T.) to be developed for MS and SS preparation with CLAD certification. Redesigned program to require 15 months for completion.
- **Irvine** – Master of Arts in Teaching (M.A.T.) MS and SS teacher preparation with CLAD certification. Requires 15 months for completion.
- **San Diego** –Proposes a master of Education (M.Ed) to begin summer 2001. In addition, a specialized Master of Arts Degree in Teaching and Learning is offered at UC. San Diego to prepare teachers for instruction of deaf and hard of hearing pupils.

CIRCULATION OF UCR PROPOSAL

As required, a draft copy of this proposal for an M.Ed. Degree program at UCR was sent to departments on other UC campuses offering similar degrees. Review letters from these institutions appear in Appendix C.
I-6. CAMPUS UNIT ADMINISTERING THE PROGRAM

The Master of Education Degree program integrating theory/research study and professional practice will be administered by the Graduate School of Education. A steering committee will be formed to assume responsibilities, as appropriate, for either the academic or credential component, and will supervise relevant staff.

Academic courses will be taught by ladder faculty members in the School. Instruction in the summer component of the integrated M.Ed. Degree program will be provided by advanced doctoral students under the supervision of ladder faculty members. Responsibilities for the teaching of programmatic credential courses and supervision of field activities will be assumed by authorized instructors/supervisors.

PROGRAM LEVEL COMMITTEES

Each graduate program and credential program is immediately supervised by a faculty program committee. Research faculty are clustered into four graduate degree program areas that reflect their research interests. Each of these graduate degree program area committees meets regularly to discuss issues that affect the program. Each credential program is monitored by a credential area team composed of ladder faculty and supervisorial faculty affiliated with the program. Each of these credential area teams meets regularly to discuss issues affecting the program. Although the program area committees and the credential area teams tend to be mutually exclusive, a procedure would need to be established to assure the inclusion of relevant personnel at program/area meetings should the integrated M.Ed. Degree program appear as an agenda item.
STANDING POLICY REVIEW COMMITTEES

All program level committees may make formal recommendations to standing policy review committees. Two faculty committees have been established to implement policy and to monitor programs for the two major constituencies within the School. First, the Teacher Education Committee, responsible for overseeing all teaching credential programs, consists of ladder and supervisorial faculty who represent a cross-section of these programs. Second, the Graduate Advisory Committee, responsible for overseeing all graduate degree programs, is composed of ladder faculty members who represent a cross section of the four aforementioned research areas. Formal recommendations for programmatic and policy changes that initiate in these committees are forwarded to the Executive Committee.

Again, a procedure would need to be formulated to accommodate the proposed integrated credential/degree program.

EXECUTIVE COMMITTEE

Provision for the Executive Committee is in the Graduate School of Education Bylaws E4.1. Membership consists of the elected chair of the faculty, the Dean (ex officio), three elected ladder faculty members, and the Director of Teacher Education. The Executive Committee appoints the chairs of standing committees, and acts finally for the faculty in matters delineated in bylaw E4.1.2.3. Also, the Executive Committee reviews and makes recommendations to the Dean and the Graduate School of Education regarding courses and programs. All recommendations initiated by standing committees are reviewed by the Executive Committee and are forwarded to the faculty as a whole for a vote at its succedent meeting.
GRADUATE SCHOOL OF EDUCATION FACULTY MEETINGS

(COMMITTEE OF THE WHOLE)

The Graduate School of Education generally meets once a month to conduct business. All faculty members are invited to attend these meetings. Voting, however, is restricted to members of the ladder faculty unless the ladder faculty votes to extend the vote to non-ladder faculty on an issue-by-issue basis.

I-7. PROGRAM EVALUATION—INTRADEPARTMENTAL, CAMPUSWIDE, AND EXTERNAL FACTIONS

Evaluation of the proposed program would be in accordance with existing processes. As is tradition in the University of California, courses, curriculum, and programs are governed by the faculty; all are implemented initially through local committee structures and ultimately through the Graduate Council. Since the unit committees meet on an ongoing basis, evaluation is continual.

THE INTERNAL REVIEW PROCESS

Student and Course Evaluation: All courses (including fieldwork) are evaluated each quarter through the UCR Student Evaluation of Teaching forms. Data from these evaluation forms are used to derive student perceptions of teaching strengths and weaknesses, and frequently become a significant part of the personnel evaluation process.
**Faculty and Program Evaluation:** The evaluation process with respect to programs within the Graduate School of Education begins at the program area team/committee level. From this point, changes and adaptations are discussed by the coordinators who then forward recommendations to the Teacher Education Committee or Graduate Advisory Committee, as appropriate. These two parallel committees review the data received and forward their recommendations to the Graduate School of Education Executive Committee for consideration. Subsequently, the Graduate School of Education Executive Committee offers its recommendations to the general faculty for action. Should a recommendation involve substantive change in an existing course, the deletion of an existing course, or the addition of a new course, faculty recommendations must be reviewed by the Academic Senate Committee on Courses, and ultimately approved by the Academic Senate. On occasion, a substantive change may need to be approved by the Graduate Division and the Graduate Council; therefore, it is not unusual for a change in a program to involve participation of representatives from the University faculty as a whole.

**Exit Interviews**

A special procedure has been established for exit interviews to be conducted with all credential candidates during the final phase of their programs. These interviews provide the Dean, the Associate Dean, the Director of Teacher Education, the faculty, and the Credentials Analyst with information regarding the effectiveness of the courses and fieldwork that constitute a program. With these data, courses, fieldwork, and other program elements can be revised or deleted.
**Follow-up of Credential Program Graduates:** Consistent with directives from the California Commission on Teacher Credentialing, follow-up surveys are sent to credential candidates after they have graduated from a program. The data from these surveys are analyzed, summarized, and reported to appropriate Graduate School of Education committees, including Community Advisory Committees chaired by the GSOE for any necessary action. (The Community Advisory Committees are composed of faculty, candidates, recent graduates, district supervisors and administrators from partnering districts.)

**Accreditation Review Teams:** Every five years, credential programs are scheduled by the California Commission on Teacher Credentialing to undergo a comprehensive programmatic review. Review Teams evaluate the implemented program structure for such things as consistency with that initially approved, qualification of participating faculty and staff, appropriateness of field sites, satisfaction with the preparation sequence as expressed by students, graduates, supervising practitioners, and district administrators, and adequacy of records and files. Findings of the Review Team are forwarded to the Committee on Accreditation of the California Commission on Teacher Credentialing, and a decision is rendered with respect to continuation of an approved credential program.

The proposed program would also be subject to the any requisite review processes established by the Graduate Council.

A combination of the evaluative measures cited promises solid and adequate monitoring of the M.Ed. Degree program as proposed.
SECTION II. PROGRAM

II-1. UNDERGRADUATE PREPARATION FOR ADMISSION.

For acceptance in the combined master’s degree/teaching credential program, a student would need to satisfy all admissions requirements of the University for graduate study and of the California Commission on Teacher Credentialing for the credential goal of choice. The combined requirements are indicated below.

Admission to any credential program within the Graduate School of Education is based upon multi-faceted, well-defined, and well-publicized criteria simultaneously consistent with CCTC and University standards. Multi-faceted criteria include scholarship, background and experience, subject matter and/or skill competency evidenced on prerequisite tests, professional aptitude, and communication skills. The School endeavors to build cohorts of credential candidates that represent the cultural diversity of the surrounding community. Well-defined criteria have been developed by faculty and staff committees, and have met with approval of the Graduate Division. Criteria are well-publicized through official University and Graduate School of Education publications.

ADMISSIONS REQUIREMENTS FOR THE PROPOSED M.ED. PROGRAM

- Possession of a baccalaureate degree or its equivalent from an accredited institution;
- Two copies of official transcripts from each college or university attended since high school;
Three-to-five letters of recommendation from individuals knowledgeable regarding
the applicant’s ability to succeed in professional/graduate study;

Achievement of a minimum grade-point average of 3.2 based on the last 90 quarter-
units in the baccalaureate program;

Verification of subject-matter proficiency through:

(a) completion of a state-approved subject-matter preparation program or
(b) passing the appropriate CCTC-approved test;

Verification of passage of the California Basic Educational Skills Test (CBEST);

Verification of a Certificate of Clearance;

Only marginal students will be interviewed.

Once the above criteria have been met, the applicant’s completed file would be submitted
to an appropriate faculty review committee. That committee would prepare a written
recommendation regarding the acceptability of the applicant for the integrated program; such
recommendation would then be forwarded to administrators of the M.Ed. Degree program, and
subsequently to the Graduate Division for consideration and action.

II-2 FOREIGN LANGUAGE REQUIREMENT

The proposed program would not include a foreign language requirement. It should be
noted, however, that options are provided for the credential candidate who wishes to pursue
certification of Cross Cultural Language and Academic Development (CLAD) or Bilingual-
cultural Language Academic Development (BCLAD) with Emphasis in Spanish in completion of
an MS or SS credential; or CLAD certification in completion of the SS credential. Candidates
seeking CLAD or BCLAD certification would need to satisfy established requirements of the
California Commission on Teacher Credentialing, that would be in addition to those specified for
the proposed M.Ed. degree/credential program.
II-3 PROGRAM OF STUDY

3-a Specific fields of emphasis

The focus of the proposed program is an integration of pedagogical theory and practice and the utilization of technology in instruction and documentation (electronic portfolio). Once accepted in the M.Ed. Degree program, candidates will follow the established educational theory and practice curriculum. Some individualized choice is possible during the Fall Quarter of the academic year when candidates are permitted to select two out of three available courses (History of Reform in Education, Teaching Strategies, School Learning Environment).

Emphases for the credential to be pursued simultaneously with degree requirements include elementary (MS) and secondary (SS).

3-b. Plan(s): Masters I and/or II; Doctors A or B

The proposed program is consistent with requirements delineated for the Master’s Degree Plan II, with the exception of a proposed substitution of an analytical project for the comprehensive examination.
3-c. Unit Requirements

For the proposed M.Ed. Degree program, sixty-six (66) quarter units are required at the post-baccalaureate level. Thirty-six (36) of the units are for core courses in the 200 series, exceeding the 18-unit minimum of graduate-level courses to be completed at a University of California campus. In addition, thirty (30) units are to be completed in the 300 professional series to satisfy requirements for either the elementary or secondary teaching credential. The total of sixty-six (66) units in the integrated program far surpasses the University minimum of thirty-six (36) for a master’s degree. Unit values and for individual courses are presented below under item II-11.

3-d. Required and recommended courses, including teaching requirement

The proposed M.Ed. Degree program would require twelve (12) months of full-time study. During the summer, the candidate would complete four (4) courses that are directed to the linking of foundations of teaching with empirical studies of schooling, including studies of innovative classroom practice. The remaining core courses would be completed during the subsequent academic year.

Requirements for the selected credential goal are imbedded in the academic year as well.

All required courses are indicated in the sample program (II-11 below).
It should be noted that in order to satisfy all requirements for either the elementary or secondary teaching credential, the candidate must have completed the prerequisite foundational courses listed below. With appropriate documentation, courses completed at other accredited institutions may be considered as equivalencies for Education courses 109 and/or 116 in partial fulfillment of the foundational credential course requirement.

**PREREQUISITE FOUNDATION COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 109</td>
<td>Multicultural Education in the American School</td>
<td>(4 quarter units)</td>
</tr>
<tr>
<td>ED 110</td>
<td>Learning and Instruction</td>
<td>(4 quarter units)</td>
</tr>
<tr>
<td>ED 116</td>
<td>The Exceptional Child</td>
<td>(4 quarter units)</td>
</tr>
<tr>
<td>ED 139</td>
<td>Curriculum and Instruction</td>
<td>(4 quarter units)</td>
</tr>
<tr>
<td>ED 172</td>
<td>Reading and Language Development</td>
<td>(5 quarter units) or</td>
</tr>
<tr>
<td>ED 174</td>
<td>Reading and Writing in the Content Areas</td>
<td>(5 quarter units)</td>
</tr>
</tbody>
</table>

**3-e Licensing or Certification Requirements**

The M.Ed. Degree program, which integrates credential preparation, meets certification requirements of the California Commission on Teaching Credentialing for the elementary (MS) or secondary (SS) teaching credential as appropriate.

**II-4. Field examinations—written and/or oral**

All candidates for a teaching credential are required to perform at a satisfactory level in an appropriate supervised teaching assignment. Performance is evaluated by a qualified field supervisor and district cooperating teachers. Written evaluation forms reflect the California Standards for the Teaching Profession.

**II-5 Qualifying examinations—written and/or oral**
Not applicable for the Master’s Degree.

**II-6  Thesis and/or dissertation**

Not applicable for the Plan II Master’s Degree.

**II-7  Final examination**

For the master’s program integrating degree and credential requirements, a special portfolio project is proposed in lieu of the Plan II Master’s comprehensive examination. This culminating project would provide the candidate with an opportunity to demonstrate an understanding of and experience in integrating educational theory and practice. The project is to be prepared and submitted in electronic form and will be assessed by an appropriate faculty committee.

In anticipation that the graduate may wish to pursue certification by the National Board of Professional Teaching Standards, the organization and form suggested for the portfolio would be appropriate for submission in fulfillment of a Board certification requirement.

**II-8  Explanation of special requirements over and above Graduate Division minimum requirements.**

The 66-quarter unit total for the proposed M.Ed. Degree program substantially exceeds the 36-quarter unit minimum requirement for a Plan II Master’s Degree. The proposed total reflects 36 quarter units of graduate study in 200-series courses, and an additional 30 quarter units in the professional 300-series for fulfillment of credential requirements as mandated by the California Commission on Teacher Credentialing.
II-9  Relationship of master’s and doctor’s programs

The goal of the proposed M.Ed. Degree program is to produce thoughtful teachers who can mobilize educational theory and research in making curricular and pedagogical decisions, and who will also act as leaders in reform efforts in their schools and districts. Whereas the M.Ed. Degree would be in essence a “terminal degree”, it would not preclude a graduate’s decision to pursue a doctoral degree. The experience gained in research and theoretical study at the master’s level would be important to the graduate in selection of a preferred research area for doctoral study.

II-10  Special preparation for careers in teaching

The proposed M.Ed. program, which combines degree and credential study, would prepare and qualify all graduates for careers in teaching at either the elementary or secondary level, as selected.

II-11  Sample program
UNITS

SUMMER

Core Courses—Research on Practice by Educational Domain

ED 280L The Learner 4 quarter units
ED 280R The Classroom 4 quarter units
ED 280S The School 4 quarter units
ED 280P Educational Policy 4 quarter units

16

FALL QUARTER

Theory Courses
(Candidates will select two courses from the following)*

ED 232 Teaching Strategies 4 quarter units
ED 233 School Learning Environment 4 quarter units
ED 281 History of Reform in Education 4 quarter units

8*

Elementary Credential Goal

ED 320A Integrating Technology into Classroom Practice 1 quarter unit
ED 336A Supervised Teaching in the Elementary School 3 quarter units
ED 344A Multiple Subject Student Teaching Seminar 2 quarter units

6 or

Secondary Credential Goal

ED 320A Integrating Technology into Classroom Practice 1 quarter unit
ED 349A Single Subject Student Teaching Seminar 2 quarter units
ED 376A Supervised Teaching in the Secondary School 3 quarter units

6

WINTER QUARTER
**Elementary Credential Goal**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>ED 282A</td>
<td>Subject Matter Curriculum Theory and Instructional Processes</td>
<td>4</td>
</tr>
<tr>
<td>ED 320B</td>
<td>Integrating Technology into Classroom Practice</td>
<td>1</td>
</tr>
<tr>
<td>ED 336B</td>
<td>Supervised Teaching in the Elementary School</td>
<td>6</td>
</tr>
<tr>
<td>ED 344B</td>
<td>Multiple Subject Student Teaching Seminar</td>
<td>2</td>
</tr>
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</table>

13 or

**Secondary Credential Goal**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 282I-Z</td>
<td>Subject Matter Curriculum Theory and Instructional Processes</td>
<td>4</td>
</tr>
<tr>
<td>ED 320B</td>
<td>Integrating Technology into Classroom Practice</td>
<td>1</td>
</tr>
<tr>
<td>ED 349B</td>
<td>Single Subject Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ED 376B</td>
<td>Supervised Teaching in the Secondary School</td>
<td>6</td>
</tr>
</tbody>
</table>

13

**SPRING QUARTER**

**Research/Theory Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 283</td>
<td>Analyzing the Practice of Teaching</td>
<td>4</td>
</tr>
</tbody>
</table>

4

**Elementary Credential Goal**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 282B</td>
<td>Subject Matter Curriculum Theory and Instructional Processes</td>
<td>4</td>
</tr>
<tr>
<td>ED 320C</td>
<td>Integrating Technology into Classroom Practice</td>
<td>1</td>
</tr>
<tr>
<td>ED 336C</td>
<td>Supervised Teaching in the Elementary School</td>
<td>12</td>
</tr>
<tr>
<td>ED 344C</td>
<td>Multiple Subject Student Teaching Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

19 or

**Secondary Credential Goal**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 282T</td>
<td>Portraits of Teaching</td>
<td>4</td>
</tr>
<tr>
<td>ED 320C</td>
<td>Integrating Technology into Classroom Practice</td>
<td>1</td>
</tr>
<tr>
<td>ED 349C</td>
<td>Single Subject Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ED 376C</td>
<td>Supervised Teaching in the Secondary School</td>
<td>12</td>
</tr>
</tbody>
</table>

19

**Unit totals:**

- 200-level courses: 36 quarter units
- 300-level courses: 30 quarter units

**Program total:** 66 quarter units
II-12 Normative time from matriculation to degree

The normative time for a candidate’s progression from matriculation to qualification for the degree is twelve (12) months (one summer plus a full academic year), assuming the candidate has fulfilled the prerequisite foundational study.

III PROJECTED NEED

III-1 Student demand for the program.

Over the years, K-12 educators in the Inland Empire have expressed an interest in the possibility of acquiring a master’s and/or doctoral degree that would advance their level of professional knowledge and expertise. During the past academic year (7/01/99 through 6/30/00), it is estimated that the UCR Office of Teacher Education Services has received approximately 160 telephone, e-mail, and/or in-person inquiries regarding the availability of a program which combines basic teaching credential and master’s degree preparation. Further, course instructors and academic counselors have also reported an indication of student interest in this type of integrated program.

Lately, with the advent of the Governor’s Teacher Scholars Program, the inquiry rate has increased dramatically to an average of 4-5 requests per week for information regarding a credential/master’s degree program. In almost all instances, prospective students who are searching for a combined program--and are informed that UCR does not currently offer this type of preparation--have indicated their intent to enroll elsewhere. This loss of potential candidates is discomforting indeed.
Recent survey results provide further evidence regarding prospective education students’ interest in advanced degrees. In a Marketing Research Project conducted by MGT233 Marketing Research Management and published March 22, 2000, it was indicated that 91.2% of the respondents who were enrolled in teacher education programs at UC Riverside had entered in order to earn a teaching credential; 32.4% indicated an interest in obtaining both a credential and a master’s degree.

In a current MRP study, students are being queried regarding their specific interest in a combined master’s degree/credential program. A copy of the survey instrument and results of this second study are included in Appendix D.

III-2 Opportunities for placement of graduates

Due to the high quality of its credential programs, the Graduate School of Education has consistently maintained an outstanding record for placement of graduates. Table I below illustrates employment figures for the 1998/99 period:

### TABLE I

**Teacher Education Credential Programs**  
(Multiple Subject, Single Subject, and Education Specialist Programs)  
**1998/99 Employment**

- Number of students completing above credential programs: 130
- Number of students who actually applied for their teaching credential: 127
- Credential recipients who were employed as teachers: 122
- Percentage of credential holders who are employed as teachers: 96%

- - - - -
Table II offers a projection of teacher placements in San Bernardino and Riverside counties for the forthcoming year and for the future:

**TABLE II**

**Projection of Teachers to be Hired 2000-2001**

<table>
<thead>
<tr>
<th>County</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Bernardino County</td>
<td>486</td>
</tr>
<tr>
<td>Riverside County</td>
<td>450</td>
</tr>
<tr>
<td>Plus private schools in both counties</td>
<td>90</td>
</tr>
</tbody>
</table>

**Projection for Future Years: 2001-2009**

18% growth plus class-size reduction and greater number of retirements will accelerate need.

Riverside Unified School District has 1500 teachers; San Bernardino Unified School District has 2000. Each of these two districts comprise about 1/3 of the counties’ faculties.

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As indicated throughout this document, there is a dire need for highly qualified teachers--especially in California. The state need is clearly documented in the report *Teaching and California’s Future--The Status of the Teaching profession*, a summary of research conducted by SRI International. (Appendix E). Attention is directed, in particular, to *Supply, Demand, and Quality Teaching* (pages 5-7).

The proposed M.Ed. Degree program has been designed in direct response to the expressed need for highly qualified K-12 teachers to serve as leaders in California’s urban, suburban, and rural schools. Graduates of the combination program will have earned both a teaching credential and a master’s degree, and will have completed a preparatory sequence directed to the development of superior skills in pedagogy, substantive knowledge regarding the interrelation of educational research and practice, and critical abilities to analyze research in determining implications for the classroom.
III-3 Importance to the discipline

The proposed M.Ed. Degree program is important to the discipline in that it represents an innovative approach to the preparation of teachers who will become leaders in reform efforts in their schools and districts. The program, which offers a rich academic experience centered on the integration of theory and practice, will prepare graduates to extend knowledge of educational theory and research into classroom curricular and pedagogical decision-making processes.

Concomitant distinctive aspects of the program include the strength of credentialing courses and field practica that prepare the candidate in all pedagogical and content areas mandated by the California Commission on Teacher Credentialing. Particularly emphasized are the development of abilities to teach reading, writing, and related language arts subjects, to utilize contemporary educational/instructional technology, and to adapt instruction to the needs of classrooms serving low income and culturally diverse students.

The graduate of the integrated M.Ed. Degree program will have experienced a smooth transition from undergraduate to graduate study, and will have participated in a program mirroring that of a Professional Development School through its utilization of collaborative expertise deriving from University faculty, advanced doctoral students, practicing teachers, and experienced district personnel.

One final feature of note is the culmination project that would satisfy one initial requirement for the graduate who intends to pursue National Board certification.
III-4 Ways in which the program will meet the needs of society

It has become increasingly recognized that no static institution or service organization can meet the needs of society today. Particularly challenged by change and advancement is the field of education. As demographic patterns are altered, cultural diversity is increased, innovative methods and techniques are introduced, and legal rights to individuals who have varying types of learning and/or behavioral difficulties or other handicapping conditions are augmented by legislation, the importance of an ever-adaptive educational system is made manifest. No longer can a sufficient number of high quality teachers be prepared in programs that were developed in the past, and that employ methods and techniques appropriate for the classroom of yesterday. To meet the needs of society today, and to avert further criticism which targets American education in general and teacher preparation in particular, a visionary stance is proffered that would combine master’s level study and credential preparation. The goal of such an undertaking would be the realization of a graduate who is informed and capable of infusing knowledge of educational research into educational practice.

Guidance for the design of the proposed M.Ed. Degree program derives from past critiques of teacher education. By examining reports of task forces and commissions--many of which are referenced in Section I-2 of this document--a commonality of concerns is detected. Recurring topics of reproach include those listed below:
• Low quality of students entering teacher preparation programs;
• Questionable academic credentials of professors in education;
• Poor quality of teacher preparation programs;
• Curriculum weighted too heavily with courses on educational methods;
• Lack of high educational standards to demonstrate aptitude for teaching;
• Low incidence of master teachers being included in design of teacher preparation programs and in supervision roles;
• Few incentives to attract and retain high quality teachers;
• Paucity of K-12 academic experiences.
• Need for National Board certification;
• Need for establishment of Professional Development Schools.
• Paucity of teachers with advanced degrees

It is notable that the proposed M.Ed. Degree program addresses the concerns identified above; however, criticisms directed to the role of the UC System in teacher education remain the greatest force behind its formulation. In the 1993 treatise *Educational initiatives for troubled times: A call to action* (Oakes, J. *et al.*), an analysis of the UC role in professional programs of education was guided by five core values which included the integration of theory, research, and practice. Further, in a 1994-95 report issued by the University of California Council of Vice Chancellors, it was concluded that UC had not given “significant priority in its programs in teaching, research and service to the K-12 education system”; again, in the 1998 meeting of University deans and directors of education, a need was identified for a new era of partnerships and collaborations with K-12 education.

It is believed that with implementation of the proposed M.Ed., societal needs will be met with respect to provision of a quality teacher preparation program open to qualified candidates. The program, modeled after the Professional Development School will include a collaborative approach to instruction/supervision, utilizing the expertise of high-level faculty and advanced
doctoral students, as well as practicing teachers and experienced school district personnel. Graduates will be prepared to integrate research/theory into educational practice and to serve as leaders of reform within their local setting. Further, their opportunity to pursue National Board certification will be an option; and finally, with award of an advanced degree, professional status will be enhanced.

III-5 RELATIONSHIP OF THE PROGRAM TO RESEARCH AND/OR PROFESSIONAL INTERESTS OF THE FACULTY

Instruction in the proposed M.Ed. Degree program will be provided by faculty who are members of the Academic Senate, by outstanding graduate students who serve under the guidance of regular faculty members, and by a group of teacher credentialing instructors/supervisors. 

- The major research interests of the Senate members are directed primarily to scholarly foundations intended to foster understanding of teaching, learning, and education. Expertise of the faculty extends to general categories including achievement motivation, educational policy, planning, and administration, cognitive psychology, educational psychology, cultural anthropology, human development, learning theories, assessment, sociology, social sciences, school reform, urban education, history and philosophy of education, curricular and instructional design, and educational technology.

Professional interests of instructors/supervisors in credential courses pertain to understandings of pedagogy and knowledge of content areas that are appropriate in the preparation of new elementary and secondary teachers. Expertise of instructors/supervisors typically relates to:

- Learning and instruction;
- The exceptional child;
- Reading, writing, and language development
- Subject matter curriculum theory and instructional processes
- Integrating technology into classroom practice
- Instructional processes in multicultural classrooms;
- Child development
A listing of participating faculty, their ranks, highest degree and other professional qualifications, and a citation of relevant publications appears in Section IV—Faculty. Full curriculum vitae for ladder faculty members are included as Appendix F.

III-6 Program Differentiation.

The proposed M.Ed. Degree program will distinguish itself from existing UC and California independent university programs, as well as programs proposed by other UC campuses through comparisons of several features:

- **Time to completion** — The design of the proposed M.Ed. Degree program predicates a pattern of intensified study permitting the candidate to qualify for both an master’s degree and a selected teaching credential within a 12-month period. In comparison, the Ed.M. program at UCLA and the MA in education at Berkeley each require two years for completion; the newly developed programs at UC Irvine and Santa Cruz will extend for a 15-month period. Further, study in the Teacher Education Internship Program at the Claremont Graduate University entails two summer periods, one academic year, and an additional eight units to qualify for a teaching credential and a master’s degree.

- **Focus of the program** — The unique focus of the proposed M.Ed. Degree program is its interrelating of research/theory and educational practice and the required utilization of technology by candidates in instruction and documentation. The existing Type A Master of Arts program at UCR is for the candidate who typically is seeking fulfillment of subject matter and master’s degree content in order to qualify for a teaching position at the Community College level. The Type A Master of Arts program does not focus on preparation of the graduate who will utilize knowledge of educational theory and research in curricular and pedagogical decisions in K-12 classrooms.

Some similarity to the proposed M.Ed. is seen in the UCLA Ed.M. program that integrates research-based study and professional preparation. UC Santa Barbara offers the Ed.M. program with a professional focus for elementary and secondary teachers; UC Berkeley synthesizes intensive study of developmental theories with teacher preparation. The intent of the MAT programs at UCI and Santa Cruz is to prepare teacher leaders for the 21st Century who possess expertise in educational technology and who are skilled in interacting with culturally diverse populations.
• **Integration of credential/master’s components** – The proposed M.Ed. Degree program is designed for simultaneous concentration on degree and credential offerings. By contrast, the typical student at Claremont initially completes credential units in internship placement; master’s units may be completed concurrently with or following the credential program.

• **Service area** – Given the geographical placement of the various UC campuses and Claremont, each has its own service area that typically defines its clientele. However, any competition for students that may arise is viewed as more likely to reflect the quality of programs offered than the campus proximity and/or accessibility.

• **Fiscal considerations** – Whereas the unit requirements for the master’s programs in education at the various UC campuses differ, the overall program costs are relatively similar; by contrast, tuition fees for the internship program at Claremont are much more advanced.

**IV – FACULTY**

Ladder faculty members who will participate in instruction of courses in the proposed M.Ed. Degree program are presently employed in the UCR Graduate School of Education. The listing below delineates each member; specifies rank, highest degree, and other professional qualifications; and cites relevant publications:

**LADDER FACULTY MEMBERS**

**ECHEVARRIA, MARISSA**, Ph.D. in Educational Psychology; M.S. in Reading; M.S. in Educational Psychology; B.S. in Electrical Engineering. Assistant Professor of Education. Relevant publications include:

- Literacy instruction in 10 fourth- and fifth-grade classrooms in upstate New York. (with M. Pressley, R. Wharton-McDonald, and J. Mistretta-Hampston);
- An interview study of college freshmen’s beliefs about their academic motivation. (with S. Van Etten, M. Pressley, and G. Freebern);
GREEN, PAUL EDWARD, Ph.D. in Educational Policy Analysis; M.A. in Government; M.Ed. in Educational Administration and Supervision; B.A. in Spanish Education. Assistant Professor of Education. Relevant publications include:

- Race, class and schooling in American society. (with C. Yeakey);
- Race, schooling and justice: The consequences of the Rehnquist court’s commitment to colorblindness versus racial justice. (with J. Kendrick and T. Reed);
- The growth of racial isolation and unequal protection under the law;
- The social politics of charter schools and vouchers: A critical analysis of public school alternatives;
- The political duality of language policy. (with R. Hopson, C. Yeakey and J. Richardson).

NEWMAN, RICHARD STUART, Ph.D. in Education and Psychology; M.A. in Psychology, Ed.M. in Special Education; Certification: teacher of Children with Learning Disabilities; B.A. in Mathematics. Associate Professor of Education. Relevant publications include:

- Social contexts and functions of children’s remembering. (with S. Paris and J. Jacobs);
- Long-term prediction of achievement and attitudes in mathematics and reading. (with H. Stevenson);
- The effect of age, skill and performance feedback on children’s judgments of confidence. (with P. Wick);
- Children’s reluctance to seek help with schoolwork. (with L. Goldin);

OGAWA, RODNEY T., Ph.D. in Educational Administration; M.A. in Educational Administration; M.A. in Education, B.A. in History. Professor of Education. Relevant publications include:

- Fiscal accountability: The challenge of formulating responsive policy. (with W. Hack and C. Edlefson);
- Theories of educational organization: Classical;
- What do we know about school-based management? A case study of the literature—a call for research. (with B. Malen and J. Kranz);
- Decentralizing and democratizing the public schools—a viable approach to reform? (with B. Malen);
- Teacher motivation, work structures, and organizational change: Perspectives on educational reform. (with M.Rhodes);
- The role of professors in shaping the institutional bases of an educational reform. (with E. Adams).
PAGE, REBA JANE NEUKOM, Ph.D. in Curriculum and Instruction; M.L.A. in Literature and History; B.A. in History. Professor of Education. Relevant publications include:

- Lower-track classrooms: A curricular and cultural perspective;
- Cultures and curricula: Differences between and within schools;
- Teaching about validity;
- Effective programs for the marginal high school student. (with G. Wehlage, C. Stone, N. Lesko, and C. Nauman);
- Teachers’ perceptions of students: A link between classrooms, school cultures, and the social order.

REILLY, BRIAN, Ph.D. in Education, Literacy and Culture; M.A. in Interactive Educational Technology; B.A. in English. Assistant Professor of Education. Relevant publications include:

- Reaching out: An online digital photography course for high school teachers. (with B. Nardi and R. Steinbeck);
- The next best thing to being there: Site visit on a CD. (with B. Nardi)
- Composing with images: A study of high school video producers;
- Collaborative readings of hypermedia cases: A report on the development and testing of electronic portfolios to encourage inquiry in teacher education. (with G. Hull and C. Greenleaf);
- Using hypermedia cases in teacher education. (with G. Hull and C. Greenleaf);
- Wireless computing and the school field trip: An exploratory study of how new technologies can facilitate learning.

SANDHOLTZ, JUDITH, Ph.D. in Curriculum and Teacher Education; Ed.S. in Program Evaluation; M.S. in Secondary Education; and B.S. in Secondary Education. Assistant Professor of Education. Relevant publications include:

- Designing successful service learning projects for urban schools. (with K. Moore);
- The challenge of internal change in school/university partnerships;
- Partners in professional development;
- Blurring the boundaries to promote school/university partnerships. (with E. Finan);
- Collaborating teachers in a professional development school: Inducements and contributions. (with K. Merseth);
- Teaching in high-tech environments: Classroom management revisited. (with C. Ringstaff and D. Dwyer).
SPERLING, MELANIE, Ph.D. in Education; M.A. in English; B.A. in English. Associate Professor of Education. Relevant publications include:

- Two classrooms, two writing communities: Urban and suburban tenth-graders learning to write. (with L. Woodlief);
- Revisiting the writing-speaking connection: Challenges for research on writing and writing instruction;
- Revealing the teacher-as-reader in response to students’ writing;
- Constructing the perspective of teacher-as-reader: A framework for studying response to student writing;
- Moments remembered, moments displayed: Narratization, metaphor, and the experience of teaching.

TIMAR, THOMAS B., Ph.D. in Educational Policy, Planning and Administration; M.A. in Comparative Literature: English, German, Hungarian; B.A. in Comparative Literature: Russian, German, Hungarian. Associate Professor of Education. Relevant publications include:

- Do state education agencies matter: Reforming mathematics and science education. (with D. Kirp and M. Kirst);
- Managing educational excellence. (with D. Kirp and Foreword by T. Sizer);
- Alternative teacher compensation schemes and school reform;
- The politics of school restructuring;
- Public values and public school policy. (with J. Guthrie).

WILLS, JOHN S., Ph.D. in Sociology; M.A. in Sociology; B.A. in Cultural Anthropology and Sociology. Assistant Professor of Education. Relevant publications include:

- Who needs multicultural education? White students;
- Recognizing diversity within a common historical narrative: The challenge to teaching history and social studies. (with H. Mehan);
- Balancing cultural appreciation and historical understanding in a multicultural history curriculum;
- Ethnographic studies of multicultural education in classrooms and schools. (with H. Mehan, A. Lintz, and D. Okamoto);
- MEND: A nurturing voice in the nuclear arms debate. (with H. Mehan);
- A drop in suicides around major national holidays. (with D. Phillips).
INSTRUCTORS/SUPERVISORS IN CREDENTIALING COURSES

DAN DONLAN, Ph.D in English Education; M.Ed. in Educational Administration; A.B. in English.

HENDERSON, DONNA, M.A. in Educational Administration; B.A. in English/Psychology/Sociology/Education.

TINLING, SYLVIA A., M.A. in Spanish Education with Certificate for Content Reading Specialist; B.A. in Spanish

VENEGAS, YOLANDA, Ed.D. in Educational Administration; M.A. in Social Science; B.S. in Physical Education.

WALSACK, NANCY K., Ph.D. in Curriculum and Instruction/Administration; M.A. in Anthropology; M.A. in History; B.S. in Elementary Education/History.

WAITE, ATHENA, M.A. in Education; A.B. in Sociology.

SECTION V – COURSES

PRESENT AND PROPOSED COURSES

INSTRUCTOR

Existing 200-Series Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 232</td>
<td>Teaching Strategies</td>
<td>Sandholtz, J.</td>
</tr>
<tr>
<td>ED 233</td>
<td>School Learning Environment</td>
<td>Wills, J./ Page, R.</td>
</tr>
</tbody>
</table>

Existing/Modified Credential Courses

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
<th>Title</th>
<th>Instructor/Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>*ED 282AB</td>
<td>Subject Matter Curriculum Theory and Instructional Processes</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td>ED 336ABC</td>
<td>Supervised Teaching in the Elementary School</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td>ED 344ABC</td>
<td>Multiple Subject Student Teaching Seminar</td>
<td>Staff</td>
</tr>
<tr>
<td>Secondary</td>
<td>**ED 282I-Z</td>
<td>Subject Matter Curriculum Theory and Instructional Processes</td>
<td>Wills, J./ Echevarria, M./ Sperling, M.</td>
</tr>
<tr>
<td></td>
<td>ED 349ABC</td>
<td>Single Subject Student Teaching Seminar</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td>ED 376ABC</td>
<td>Supervised Teaching in the Secondary School</td>
<td>Staff</td>
</tr>
<tr>
<td>Both Levels</td>
<td>ED 320ABC</td>
<td>Integrating Technology into Classroom Practice</td>
<td>Staff</td>
</tr>
</tbody>
</table>

*Modified from EDUC 330 and 350; modified course more clearly defines K-12 academic content and adjust units to add symmetry to single subject and multiple subject programs.

**Modified from EDUC 191(E-Z); modified course number.
PROPOSED COURSES

(Course descriptions are included in Appendix G)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 282T</td>
<td>Portraits of Teaching</td>
<td>Page, R.</td>
</tr>
<tr>
<td>ED 280L</td>
<td>Educational Domain: The Learner</td>
<td>Newman, R.</td>
</tr>
<tr>
<td>ED 280R</td>
<td>Educational Domain: The Classroom</td>
<td>Page, R.</td>
</tr>
<tr>
<td>ED 280S</td>
<td>Educational Domain: The School</td>
<td>Wills, J.</td>
</tr>
<tr>
<td>ED 280P</td>
<td>Educational Domain: Educational Policy</td>
<td>Timar, T./Green, P.</td>
</tr>
<tr>
<td>ED 281</td>
<td>History of Reform in Education</td>
<td>Timar, T.</td>
</tr>
<tr>
<td>ED 283</td>
<td>Analyzing the Practice of Teaching</td>
<td>Sandholtz, J.</td>
</tr>
</tbody>
</table>

The content of all proposed courses is directed specifically to the preparation of candidates in the integrated master’s degree/credential program. The M.Ed. is projected as a continuing program in the Graduate School of Education.

SECTION VI – RESOURCE REQUIREMENTS

VI-1 – FTE FACULTY

No additional faculty full-time equivalencies are needed for implementation of the proposed M.Ed. Degree program.

Anticipating that the program enrollments will likely increase significantly during a forthcoming five-year period, it is estimated that 5-7 additional faculty FTE may be needed for instruction in both master’s and credential courses.
VI-2 – LIBRARY ACQUISITION

The University Library is the focal point for research and study at UCR. The Toma’s Rivera Library—one of four facilities housing the University’s collections—serves the humanities, arts, and social sciences. Education Services, located on the second floor of the Toma’s Rivera Library, offers curriculum materials/textbooks currently in use in local schools, and a children’s literature collection to support the activities of students in the Graduate School of Education’s teaching credential programs.

At the present time, the library collections, access hours, and information technology are adequate for the Graduate School of Education’s approved degree and credential programs. No additional library resources would be necessary in order to accommodate implementation of the proposed M.Ed. Degree program. However, during a forthcoming five-year period, a need is foreseen for updating current materials and augmenting the supply of relevant journals.
VI-3 – COMPUTING COSTS

The computing/technological resources available at UCR are adequate for support of all current programs in the Graduate School of Education. Academic Computing provides consultations and support for faculty desktop computer and networking needs; Computing Support Services includes Academic Computing Support for faculty research and instruction, the Microcomputer Support Group for desktop support, and the Help Desk to render assistance to faculty and staff. Student Computing Services provides facilities and services for currently enrolled UCR students. Microcomputers are available in computer facilities centered at various campus locations including Sproul Hall.

No additional computer/technology resources would be necessary in order to accommodate implementation of the proposed M.Ed. Degree program. However, during a forthcoming five-year period, should enrollments be increased substantially resulting in concomitant augmentation of faculty FTE, the need for expanded technological facilities and equipment may eventuate.

VI-4 -- EQUIPMENT

All equipment resources required for maintenance of degree and credential programs in the Graduate School of Education are appropriate and adequate. No additions are deemed necessary at this time for implementation of the proposed M.Ed. Degree program.
Over a forthcoming five-year period, the need for any additional office equipment such as telephones *et cetera* would be in direct reflection of increased faculty/staff personnel attributable to enrollment expansion.

**VI-5 -- SPACE AND OTHER CAPITAL FACILITIES**

At the present time, adequate and sufficient space is available for maintaining all approved degree and credential programs in the Graduate School of Education. The facilities include classrooms, offices, and work/study areas that are appropriately furnished and equipped.

As noted above in connection with equipment, the adequacy of space and other capital facilities would not be affected at this time by implementation of the proposed M.Ed. Degree program. Any expansion of enrollments in the master’s degree/credential program over a five-year period would likely generate the need for additional faculty, staff, and classroom facilities.

**VI-6 – OTHER OPERATING COSTS**

At the present time, there is a sufficiency of clerical and administrative personnel for support and maintenance of degree and credential programs in the Graduate School of Education. No additional members would be necessary for implementation of the proposed M.Ed. Degree program. However, with anticipated growth of the combined master’s degree/credential offering over a five-year period, an increase in support personnel consistent with supplementation of faculty FTE is envisioned.
SUMMARY OF RESOURCE REQUIREMENTS

No new resources would be required for implementation of the proposed M.Ed. Degree program at this time. However, programmatic growth over the ensuing five years would likely result in a need for additional resources; any additional costs would be funded from enrollment/tuition fees gained with an increase in the number of students.

VII – GRADUATE STUDENT SUPPORT

A major source of support for graduate students in the proposed M.Ed. Degree program promises to be the Governor’s Teacher Scholars Program. This program provides annual support of 400 UC students who participate in a combined master’s degree/credential program offered at a UC campus. This funding of full tuition and fees for the first and possibly second cohort of students, is provided by the UC Office of the President to be distributed among UC campuses with approved master’s degree/credential programs.

With approval of the proposed M.Ed. Degree program, it is likely that the initial cohort of 35-40 students would qualify for Governor’s Teacher Scholars Program support.

The Assumption Program of Loans for Education (APLE) would offer the graduate of the master’s degree/credential program an additional opportunity for support. Through the APLE program, 100% forgivable state loans of $11,000 are made available to new teachers. To qualify for the loan-assumption benefits, applicants need to verify that they have taught in a public school on a full-time basis for four consecutive years either (a) in a designated subject field (mathematics, science, bilingual education, reading, or special education) or (b) in a school serving a high proportion of low income students. Approximately 4,500 new APLE loans are awarded annually by the California Student Aid Commission. Another possible source of funding is the Cal Grant for Teachers.
The candidate may obtain information regarding other opportunities for fiscal support by contacting the campus Financial Aid Office.

It should be noted that the need for financial aid might not, in most instances, be a serious consideration for students planning to enter the M.Ed. Degree program. The interrelated study sequence may, in fact, be fiscally attractive because of the opportunity to qualify for both a teaching credential and a master’s degree within a 12-month period. Completing requirements for a teaching credential and then returning to the University to pursue a master’s degree would most certainly prove more costly.

**VIII – CHANGES IN SENATE REGULATIONS**

No changes in Senate Regulations at the Divisional level or in the Academic Assembly would be required in order to implement the proposed Master of Education Degree program at the University of California, Riverside.

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