

The curriculum through which program mission and goals are pursued

Curriculum & Instruction

<http://www.fresnostate.edu/kremen/graduate/ma-education.html>

Program Mission

The mission of the Master of Arts degree in Education, with an option in Curriculum and Instruction, is to facilitate the development of leaders in curriculum and instruction who have the skills and motivation to foster positive change in ethnically and culturally diverse settings, and to promote continuing professional growth.

Program

The highly versatile 30-unit Master of Arts degree in Education with an option in Curriculum and Instruction (MAE-C&I) is designed for teachers and other professionals who desire advanced study in curriculum, instruction, educational psychology, research design, and educational statistics. With 15 units of electives built into the course of study, students can tailor the program to meet their unique educational goals. Although a majority of MAE-C&I students are teachers, a teaching credential is not a requirement for admission, so the program attracts individuals from many different backgrounds and with career goals that range from literacy coach to NFL coach!

Graduates of the MAE-C&I program hold a wide variety of leadership positions. Some examples include the following:

- Director of Research, Evaluation, and Assessment for a large school district
- Teacher on Special Assignment
- Literacy coach
- Teaching assistant and doctoral student in educational technology
- High school department chair
- Educational consultant
- Education coordinator for a national corporation
- Research associate for state and federal grants
- Instructor of an educational technology course at Fresno State
- Site director of a medical student program, among many others

Approximately 25% of the MAE-C&I students also pursue a **Certificate of Advanced Study in Educational Technology (CASSET)**. This is a 15-unit program, but 6 units may overlap with the electives in the master's program, making it an attractive option for many students who wish to delve deeply into instructional technology as part of their graduate study.

Coursework for the M.A. Degree in Education (Curriculum and Instruction)

Note: All courses listed below are 3-semester-unit courses. In addition to these required courses, students select 15 units of electives in consultation with the Program Coordinator. Up to 9 units of recent post-baccalaureate credential or master's-level coursework (from Fresno State or another university) may be transferred into the program with the approval of the Program Coordinator.

- ◆ **Advanced Curriculum Theory and Analysis (CI 250)** – This course presents the theory and practice of curriculum development and evaluation. Students examine contemporary problems and curricular approaches to meet societal needs. (Note: The Graduate Writing Requirement assignment is included in this course.)
- ◆ **Advanced Instructional Theory and Strategies (CI 275)**– Study and application of contemporary research and theory in teaching and instruction.
- ◆ **Seminar in Advanced Educational Psychology (CI 285)** – This is a seminar on the psychological foundations of education, focusing on the nature and characteristics of development and learning processes.
- ◆ **Educational Measurement and Program Evaluation (ERE 288)** – Procedures and issues involved in the measurement and evaluation of educational programs; planning, etc. Applications in educational settings are emphasized. [Note: A student may elect to take either CI 285 or ERE 288 to fulfill this core course requirement. If they elect to take both courses, one may be used as an elective.]
- ◆ **Research in Education (ERA 220)** –This is a course on research methodology, including identification of research problems, use of library and internet resources, data gathering and processing, conducting research, and writing a research report.
- ◆ **Project (CI 298A)** – A project consists of a significant undertaking appropriate to education such as curriculum development or research related to an area of professional interest.
- ◆ **Thesis (CI 299A)** –The thesis involves a systematic study of a significant problem and demonstrates original, critical, and independent thinking. A thesis involves a significant research component.
- ◆ **Educational Statistics (ERE 153)** – Methods of describing, analyzing, and interpreting data; statistical inference, including t-test, correlation and prediction, chi square, and simple research design. [Note: While this course is not part of the 15-unit MAE-C&I core requirements, it is a prerequisite to ERE 220 and may be used to help fulfill the 15-unit elective requirement.]

Coursework for the Certificate of Advanced Study in Educational Technology (CASET)

Note: All courses listed below are 3-semester-unit courses. Students earning the 15-unit CASET must take CI 225, CI 227, and CI 230. In addition, they must also take two of the three relatively new CI 280T courses below. Many students in the MAE-C&I program take some of these courses as program electives

- ◆ **Integrating Computer Technology into the Curriculum (CI 225)** – Appropriate use of advanced technologies to enhance teaching and learning; accessing and evaluating information, analyzing and solving problems, and communicating ideas. Meets CTC Level 2 technology requirements.
- ◆ **Current Issues and Trends in Educational Technology (CI 227)** – Focuses on the social, economic, and psychological impacts of technology on schools, teaching, and learning. Students examine issues from a historical perspective and formulate a vision of the future of education and technology through readings, discussions, and research.
- ◆ **Planning and Implementing Innovative Technology Programs (CI 230)** – Strategies for implementing change in educational settings; planning for equitable technology use; planning and instituting effective staff development programs; managing resources, including networking equipment; coordinating funding sources; and gaining parent and community support.
- ◆ **Designing Motivating Instruction (CI 280T)** – This course is designed to explore instructional design, a number of motivational theories, and the integration of technology into instruction. Students will investigate theories and models of designing motivating instruction, as well as investigate exemplary activities and strategies to motivate target groups.
- ◆ **Exploring Innovative Technologies (CI 280T)** – This course provides opportunities for students to explore fifteen different innovative technologies (e.g., 3D printing, gamification, data analytics, etc.). Together with the instructor, students will discuss and plan ways that these might be integrated into learning experiences in classrooms and co-curricular activities.
- ◆ **Exploring Technology and Critical Thinking (CI 280T)** – This class involves series of explorations of various technological tools – simulations, problem-solving applications, complex search engines, etc. The focus is on the theoretical foundations of critical thinking and how specific applications of student-centered instruction can improve the quality and depth of teaching and learning in classrooms.