The Master of Arts in Education (MA) provides a course of study for examining research and theory about learners, teachers, schools, and related social institutions. The program prepares professionals to conduct research about the education of children, youth, and adults in culturally and linguistically diverse societies. To meet the needs of students with diverse interests and goals, the program offers two different MA tracks.

- **MA General**: A track that serves students’ broad range of research interests and career plans related to education.

- **MA/Credential**: A part-time track that integrates the Teacher Credential and MA program through courses and classroom-based research that advance students’ inquiry skills and the connection of theory and research to improve classroom learning. This program consists of credential training during the first year and MA training the second year. Upon successful completion of the credential, those students meeting the MA admissions criteria described below are accepted into the MA through a change of degree objective form.

### 1) Admissions Requirements

**MA General Full**: Consideration for program admission requires a Bachelor’s degree, a minimum 3.0 undergraduate GPA, GRE scores taken within the last five years, a TOEFL or IELTS score (if applicable), three letters of recommendation, official transcripts from institutions attended, and an Office of Graduate Studies online application, with fee, by the stated admission deadline. Meeting some or all of these criteria does not guarantee admission, but merely indicates eligibility. The decision to recommend admission to the Dean of Graduate Studies will be made by the Program Admissions Committee on the basis of available space and the competitiveness of individual applicants compared to the eligible pool.

- **a) Prerequisites**: No prerequisites required.

- **b) Deficiencies**: Coursework deficiencies should be made up by the end of the first academic year following initial enrollment by earning a letter grade of “B.”

**MA/Credential Track**: There is no admission directly to the MA/Credential track. Admissions to the Credential program requires a BS or BA degree, CBEST/Basic Skills scores, CSET or subject matter waiver for single subject, application, In-person interview, Official transcripts, 30+ hrs of classroom experience, Educational Psychology and US Constitution coursework. Multiple Subjects application also requires Fundamental Mathematics course. MA/Credential students are admitted as Credential students and admitted to MA status following completion of Credential requirements. Specific criteria for admission to MA status include:

- A cumulative UCD graduate GPA of at least 3.0;
- Completion of all UC Davis and CA Credential prerequisites and requirements (with
appropriate documentation submitted to the School of Education Student Services Office) for the teaching credential by August 1\textsuperscript{st} preceding the fall quarter in which the student will enroll for year 2 of the MA/Credential (quarters 4 and 5); and

- By September 1\textsuperscript{st} of the second MA/Credential year (quarter 4), students must have access to an institutional setting in which teacher inquiry can be conducted. One of the following 3 options will meet this requirement:
  - As the teacher of record in a K-12 classroom.
  - In a K-12 tutoring situation, with the opportunity to work with the same students for two academic quarters for at least 40 hours per quarter.
  - As a guest in another teacher’s classroom for the purpose of carrying out the teacher inquiry.

Substitute teaching does not provide the opportunity for sustained work in a classroom with the same group of students, and therefore will not satisfy this element. One exception will be if you are hired for a long-term substitute position spanning the research period of two academic quarters September through March.

Summary of Admissions Requirements

<table>
<thead>
<tr>
<th>MA General</th>
<th>MA/Credential</th>
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<tbody>
<tr>
<td>• BS or BA degree</td>
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<td>• Minimum GPA 3.0</td>
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<td>• GRE Scores</td>
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<td>• 3 Letters of Recommendation</td>
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<tr>
<td>• Official transcripts</td>
<td><strong>Credential Admissions:</strong></td>
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<td></td>
<td>• BS or BA degree</td>
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<tr>
<td></td>
<td>• CBEST/Basic Skills scores</td>
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<td>• CSET, or subject matter waiver for single subject</td>
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<td>• School application</td>
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<td>• In-person interview</td>
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<td>• Official transcripts</td>
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<td>• 30+ hrs of classroom experience</td>
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<td>• Educational Psychology and US Constitution coursework</td>
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<td></td>
<td>• Multiple Subject applicants only: Fundamental Mathematics coursework</td>
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<tr>
<td><strong>MA advancement requires:</strong></td>
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<tr>
<td>• Completion of the credential requirements by August 1 to begin the MA in Fall</td>
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<tr>
<td>• 3.0 UCD GPA</td>
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<tr>
<td>• Access to an institutional setting to conduct teacher inquiry</td>
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2) Specification of Master’s Degree and Plan

**Plan II—MA General:** Master’s of Arts, Plan II (Comprehensive Exam). This plan requires 36 units of graduate and upper-division courses, of which at least 18 units must be graduate courses in the major field. Not more than nine units of research (299 or equivalent) may be used to satisfy the 18-unit requirement. A comprehensive final examination in the major subject is required of each candidate. No thesis is required.
Capstone: The capstone requirement is fulfilled by the presentation of a written project by the end of Spring Quarter.

Plan II—MA/Credential Track: Students are required to complete 36 units of graduate and upper division courses, of which at least 18 units must be graduate courses in the major field. Not more than 9 units of research (299 or equivalent) may be used to satisfy the 18-unit requirement. A comprehensive final examination in the major subject is required for each candidate. No thesis is required.

Capstone: Successful completion and passing of the Capstone requirement will depend on the presented oral and written project, which must meet the following criteria:

The Comprehensive Examination is an oral and written examination reporting on the design, rationale, data collection and analysis of a teacher research project conducted in the classroom. Both the oral and written examination follow a protocol designed by the Committee Chairs. A rubric developed by the Committee Chairs targets each aspect of the design and implementation of the inquiry; The Chair takes the lead role in scoring the examination in consultation with the cohort committee. In the last quarter of the Credential MA the students complete the written and oral exam. The oral examination typically takes place in the eighth week of Winter quarter in the final quarter of the student’s coursework. The written exam is completed typically during finals week.

In the event that students fail the oral and/or written examination, students are given one option to retake the examination. The student is given feedback by the Chair on areas of weaknesses with the use of the Examination Rubric. The student would typically take the examination again within one year. If failure to pass the examination is due to a significant deficiency, the student may be required to take additional coursework that is intended to address the deficiency, prior to the second attempt to pass the examination. The Committee Chair makes a recommendation to the Credential/MA Graduate Adviser. If the Graduate Adviser concurs with the recommendation, the student is permitted to re-take the Comprehensive Exam. The examination may be retaken just once. A student who does not pass on the second attempt is subject to disqualification from further work in the program. Students must be enrolled or on filing fee status when they re-take the examination.

3) Course Requirements – Core and Electives (total 36 units)

MA General Track - Plan II, 36 units:

a) Core Courses: 8 units
   - EDU 200, Educational Research, 4 units
   - One other Research Methods course

b) Elective Courses: At least 28 units

Students will work with their advisors in choosing their electives from among the list of available courses, and with the advisor’s permission will select the courses to fulfill this
elective requirement.

Minimum course load is 12 units per quarter for full-time, and six units per quarter for part-time.

c) **Summary:** Eight units of core coursework and 28 units of elective coursework are required, for a total of 36 units. Full-time students must enroll in 12 units per quarter, including research, academic, and seminar units. Part-time students must enroll in six units per quarter, including research, academic, and seminar units. Courses that fulfill any of the program’s course requirements may not be taken S/U unless the course is normally graded S/U. Once course requirements are completed, students can take additional classes as needed, although the 12 units per quarter are generally fulfilled with a research class (299) and, perhaps, seminars. Per UC regulations, students cannot enroll in more than 12 units of graduate level courses (200) or more than 16 units of combined undergraduate and graduate level (100, 200, 300) courses per quarter.

**MA/Credential Track—Plan II (Examination), 36 units:**

a) **Core Courses: 18 units**
- EDU 206A, Inquiry Into Classroom Practice: Traditions and Approaches, 2 units
- EDU 206B, Inquiry Into Classroom Practice: Intervention and Data Collection, 4 units
- EDU 206C, Inquiry Into Classroom Practice: Data Analysis, Interpretation, and Reporting, 4 units
- EDU 206D, Inquiry into Classroom Practice: Data Analysis and Research Reporting, 4 units
- EDU 275, Effective Teaching, 4 units

b) **Elective Courses (18 units):** Students will take additional upper-division and graduate-level coursework related to instruction, learning, and educational issues, approved by the Graduate Advisor.

c) **Summary:** Eight units of core coursework and 28 units of elective coursework are required, for a total of 36 units. Full-time students must enroll for 12 units per quarter, including research, academic, and seminar units. Part-time students must enroll in six units per quarter, including research, academic, and seminar units. Courses that fulfill any of the program’s course requirements may not be taken S/U unless the course is normally graded S/U. Once course requirements are completed, students can take additional classes as needed, although the 12 units per quarter are generally fulfilled with a research class (299) and, perhaps, seminars. Per UC regulations, students cannot enroll in more than 12 units of graduate level courses (200) or more than 16 units of combined undergraduate and graduate level (100, 200, 300) courses per quarter.

**Course Requirement Chart**

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<tr>
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<th>MA General Full-Time</th>
<th>MA Credential</th>
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<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td>EDU 200 (4 units)</td>
<td>EDU 206A (2 units)</td>
</tr>
<tr>
<td></td>
<td>One other Research</td>
<td>EDU 206B (4 units)</td>
</tr>
</tbody>
</table>
Methods course (4 units) | EDU 206C (4 units)
---|---
EDU 206D (4 units) | EDU 275 (4 units)

### Elective Courses
- Emphasis area electives approved by faculty advisor (28 units)
- Courses related to instruction, learning, and educational issues approved by Graduate Advisor (18 units)

### Required Units
- 36
- 36

4) **Special Requirements:** None.

5) **Committees**

a) **Admissions Committee**
   Once the completed application has been received in GARD and the supporting materials have been provided, the application will be submitted to the Admissions Committee. The Admissions Committee consists of a chair and one appointed faculty member from each emphasis area. The Admissions Committee invites all program faculty to review applications, rank applicants, and request admission of applicants with whom they would like to work. Once the completed application and supplemental materials have been received, the admissions committee will be able to review the application online. The committee screens all applications, considers rankings and requests from faculty, recommends admission of the most promising students for whom the program offers a good match in terms of interest and opportunity for study and mentoring, and assigns major professors to students who are recommended for admission. Students are normally assigned a primary and secondary major professor during the admissions process. Students have the option to request a change of advisor at a later date. The admissions recommendation is forwarded to the Dean of Graduate Studies for final approval of admission. Notification of admissions decisions will be sent by the Office of Graduate Studies. Applications are accepted through the application deadline for the next entering class in Fall.

b) **Course Guidance or Advising Committee**
   Students work with their assigned major professor(s) to develop their study plans. Student progress is reviewed quarterly, and study plans are filed with the program office at that time.

c) **Comprehensive Examination Committee**

   **MA General Track:** The Program Chair, in consultation with the MA Executive Committee and the student’s Primary Advisor, will appoint the Comprehensive Exam committee.

   **MA Credential Track:** For students enrolled in the EDU 206 research series, the instructor of the EDU 206B, EDU 206C or EDU 206D section in which the student enrolls will normally serve as the chair of the student’s examination committee. The student works with the proposed chair and other program faculty to identify additional committee members. The Program Chair, in consultation with the Teacher Education....
Director and Associate Director, will appoint the Comprehensive Exam committee.

6) Advising Structure and Mentoring

Each student in the program works with the Graduate Faculty Advisor and a primary advisor. Staff members in the Student Services Office of the School of Education are also available to advise students on program requirements and procedures.

**Graduate Advisor:** The Graduate Advisor is a faculty member who is responsible for overseeing the academic progress of all students in the program. Signatures for various petitions are the purview of the Graduate Advisor or Program Chair.

**Major Professor:**

MA General Track: The Admissions Committee identifies a major professor (often two, with one primary and the other secondary) for each student. The major professor agrees, prior to admission, to take on the responsibility of assisting the student in meeting academic goals. Major Professors are faculty members who have research interests compatible with those expressed by the student and whose primary responsibility is to help students plan a program in the field of emphasis. Given the compatibility of research interests, students often enroll in one or more courses taught by their major professor(s).

MA Credential Track: Each student is assigned an MA major professor when he/she advances to MA status. The major professor will normally be the instructor of one of the EDU 206B, 206C, or 206D sections in which he/she enrolls. In order to provide appropriate support and faculty mentoring, the MA Program faculty who teach the EDU 206B, EDU 206C, and EDU 206D course sections represent numerous and significant areas of expertise in educational theory and practice.

A student’s major professor may become the student’s comprehensive examination chair, or the major professor may help identify a committee chair. See the Comprehensive Examination Committee section for more information about the examination committee and chair. A student's interests may change, due to various factors such as exposure to ideas in coursework and the overall experience in the MA program. It is possible for a student to change major professors over the course of the program. Students will have an opportunity to meet many faculty through coursework. Students should feel free to contact any of the faculty during their office hours. Change of the examination committee chair is also possible, though approval by the Dean of Graduate Studies is necessary for any reconstitution of the committee that occurs after the thesis committee has been appointed.

**Student Services Office:** The School of Education Student Services Office is an excellent resource for information on program requirements and procedures, as well as a range of other areas relevant to student life in the School of Education and on the campus.

**Mentoring Guidelines:** The Mentoring Guidelines can be found on the School of Education website in the Academic Programs section (http://education.ucdavis.edu/).

7) Advancement to Candidacy
Every student must file an official application for Candidacy for the Degree of Master of Arts after completing half of their course requirements and at least one quarter before completing all degree requirements. The Candidacy for the Degree of Master form can be found online at: [http://www.gradstudies.ucdavis.edu/forms/](http://www.gradstudies.ucdavis.edu/forms/).

The completed form should include a list of courses the student has taken and will take to complete degree requirements. If changes must be made to the student’s course plan after s/he has advanced to candidacy, the Graduate Advisor must recommend these changes to Graduate Studies. Students must have their Graduate Advisor sign the candidacy form before it can be submitted to Graduate Studies. If the candidacy is approved, the Office of Graduate Studies will send a copy to the Committee Chair, the appropriate graduate staff person, and the student. If the Office of Graduate Studies determines that a student is not eligible for advancement, the department and the student will be told the reasons for the application’s deferral. Some reasons for deferring an application include grade point average below 3.0, outstanding “I” grades in required courses, or insufficient units.

8) Comprehensive Examination

**MA General:**
Fulfillment of the Comprehensive Examination is the last requirement of the MA Plan II. A student may take the Comprehensive Examination once they have advanced to candidacy. However, it is important that this capstone requirement be completed at or near the end of the coursework for the Master’s degree. In most cases, the exam is completed by the end of the 3rd quarter for full-time students, and the 6th quarter for part-time students.

The Comprehensive Examination requirement includes the submission of a written project. The project is completed under the direction of the student’s Primary Advisor, who must be a member of the graduate program, and meet the following criteria:

- Provide a clear and compelling written presentation identifying the problem the student wants to analyze and understand, including an explanation of why the problem or question is important and how exploring it will lead to an improved outcome or outcomes.
- Provide warranted claims that are fully elaborated, connected to the student’s conclusions, and drawn from the student’s analysis of the problem and selected literatures.
- The claims should demonstrate the student’s understanding of the theory, as well as the empirical research explored in the various courses taken.
- Finally, the student must also clearly identify and describe how the insights gained from his/her analysis may inform the work of practitioners and/or policymakers in relevant educational settings.

The Exam Committee’s unanimous vote is required for a student to pass the exam. (For information on the appointment and composition of the committee, see 5(c) above.) If a student does not pass the exam, the committee may recommend that the student be
reexamined one more time, but only if the Graduate Faculty Advisor concurs with the committee. The second exam must take place within one quarter of the first exam. The format of the second exam is the same as that of the first exam and may include the submission of an amended version of the project. The examination may not be repeated more than once. A student who does not pass on the second attempt is subject to disqualification from further graduate work in the program.

**MA/Credential:**

The Plan II Comprehensive Examination is a written examination developed by the student’s Examination Committee to assess her/his knowledge of pedagogical content knowledge, effective instructional practice in diverse K-12 classrooms, and teacher-directed classroom based inquiry. The Committee Chair and two members will evaluate the depth and breadth of the examination responses. (see page 3 for a description of the comprehensive examination)

Students advance to candidacy in Year Two of their combined Credential/MA program, Fall quarter (4th quarter). Students then complete their coursework and take the comprehensive examination during Year Two, Winter quarter, the final quarter of this 5 quarter program.

If a student does not pass the exam, the committee may recommend that the student be reexamined one more time, but only if the Graduate Faculty Advisor concurs with the committee. The failing student will re-take the comprehensive examination during Spring quarter under the guidance of the Committee Chair. (Students must be enrolled or on filing fee status when they re-take the examination.) Once the revisions have been completed, the student will meet with her/his Committee for an oral examination. Graduate Council policy requires the Exam committee’s unanimous vote to pass a student on the second exam. Students who do not pass the oral examination will be recommended for disqualification from the program.

**9) Normative Time to Degree**

The normative time to degree for the Education MA General Track is three quarters (one year) for full-time students, and six quarters (two years) for part-time students. The normative completion time for the combined Credential/MA Track program is five quarters (one year plus two quarters).

**10) Typical Time Line and Sequence of Events**

The MA Program was planned to span approximately one academic year. The length of the program, however, is based on the student's progress in mastering subject matter, examining critical educational issues and practices, and taking the comprehensive exam. The nature of these activities differs and makes for time variability among students in the same program. Details specific to each track are described below.

**MA General Track:** The first year is devoted to completing core coursework and focus area coursework as approved by the faculty advisor, and completing the Comprehensive Exam.
MA/Credential Track: The first year is devoted to completion of all Credential requirements and a substantial part of the MA course requirements, including EDU 206A and EDU 206B. In the second year, following admission to MA status, students enroll in EDU 206C and EDU 299 Fall Quarter, then EDU 206D and EDU 299 Winter Quarter. The Comprehensive Examination is administered and evaluated at the end of the Winter Quarter.

Timeline and Sequence Summary:

<table>
<thead>
<tr>
<th>MA General Full-Time</th>
<th>MA/Credential</th>
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<tbody>
<tr>
<td><strong>Year One</strong></td>
<td>Completion of Credential requirements. MA core courses, including EDU 206A and EDU 206B. Additional MA coursework as approved by Graduate Advisor.</td>
</tr>
<tr>
<td>Completion of coursework as approved by faculty advisor. Completion of Comprehensive Exam in Spring Quarter.</td>
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<tr>
<td><strong>Year Two</strong></td>
<td>Fall: EDU 206C; EDU 299. Winter: EDU 206D; EDU 299; comprehensive examination. Spring: Infrequently, any remaining coursework may extend into Spring Quarter.</td>
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<tr>
<td>Part-time students may take two years to complete requirements.</td>
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11) Sources of funding

UC Davis offers various types of financial assistance. Both prospective and continuing graduate students are encouraged to apply. Merit-based support includes fellowships, scholarships, and nonresident tuition fee fellowships that are administered by the Office of Graduate Studies. Need-based support includes grants, loans, and work-study employment administered by the Office of Financial Aid. Individual departments/schools administer graduate student academic employment, such as teaching or research assistantships. Listed below are the various categories of support for fellowships and graduate scholarships.

Fellowships and Graduate Scholarships: Fellowships and scholarships are awarded primarily on the basis of scholarship and promise of outstanding academic and professional contribution, or a combination of merit and need. If the student is a US citizen or a permanent resident alien, the student is eligible for most of the awards. The application for fellowship, and all supporting documentation, must be on file by January 15. A current FAFSA is required for all fellowship and scholarship awards. For more information see: [http://gradstudies.ucdavis.edu/ssupport/internal_fellowships.html](http://gradstudies.ucdavis.edu/ssupport/internal_fellowships.html)

Graduate Financial Aid: Financial assistance may include loans, grants, and work-study employment. These funds must be used for education-related expenses and are intended to supplement the student’s own earnings, family assistance, fellowship, or scholarship aid. Financial aid is not available for applicants in non-degree programs. FAFSA applications are available from Graduate Financial Aid in Dutton Hall after December 1, or online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) in January. FAFSAs should be filed as early as possible to allow for
Fellowship consideration. The student need not wait for formal admission into a graduate program to apply for financial aid.

**Departments/Schools:** Departments and schools administer Teaching Assistantships (TA) and Graduate Student Researcher (GSR) positions to full-time students. If students wish to apply for an assistantship, they should request applications and instructions from the School of Education TA Coordinator. Teaching Assistantships and GSR positions are normally either for 25 or 50 percent time employment on a quarterly basis. Teaching Assistantships provide a partial fee remission, while GSR positions provide a full fee remission. GSR positions are offered through individual faculty members and have no standard award deadline.

12) PELP and Filing Fee Status

**Planned Educational Leave Program (PELP):** PELP is designed to allow students to suspend their program of study for good cause (e.g., illness; temporary departure from the university for employment or research away from the campus; preparing for examinations, if doing so at a distance from the campus; financial problems; personal problems, etc.). PELP allows a student to leave the campus and be guaranteed the right to return later to resume academic work.

Graduate Advisor approval on the PELP advising form guarantees the student’s readmission for the quarter specified. In giving approval for the leave, the advisor is certifying that there will be space available for the student at the point of return. For more information on PELP, see the Graduate Studies Handbook. Application and time extension forms are available at the Office of Graduate Studies in 250 Mrak Hall, or online at [www.gradstudies.ucdavis.edu/forms.htm](http://www.gradstudies.ucdavis.edu/forms.htm).

**Filing Fee Status:** Filing Fee is a non-registered status available to graduate students who have advanced to candidacy for their degree. Filing Fee status maintains the student’s eligibility to complete the degree while not registered, and within the approved time limitations. Students can use this option when all of the courses have been completed, and when only the Comprehensive exam remains to be completed. Forms are available in Graduate Studies or online at [http://www.gradstudies.ucdavis.edu/forms.htm](http://www.gradstudies.ucdavis.edu/forms.htm).