

Increase the visibility of the program through newsletters, e-blasts to former credential students, updated websites, etc.

<p>Curriculum &amp; Instruction</p>	<p>[Please visit <a href="http://bit.ly/MAE-CI-Progress">http://bit.ly/MAE-CI-Progress</a> for more detailed information.]</p> <ul style="list-style-type: none"> <li>• Twitter account: <a href="https://twitter.com/Fresno_MA_E_CI">https://twitter.com/Fresno_MA_E_CI</a></li> <li>• Program website: <a href="http://www.fresnostate.edu/kremen/graduate/ma-education.html">www.fresnostate.edu/kremen/graduate/ma-education.html</a></li> <li>• Informational/promotional flyers were distributed to districts and during outreach events—e.g., two Kremen Open Houses (October 8 and 15, 2015) and Division of Graduate Studies Resource and Recruitment Fair (SSU, February 2016).</li> <li>• We conducted active student and cohort recruitment (school districts, County Offices of Education, alumni, Liberal Studies and credential student listservs, etc.)</li> <li>• Since the last review, we successfully recruited two Sanger cohorts (and are now recruiting for another), a cohort in Central Unified, and a cohort in Madera Unified. We also actively recruit for the Fresno Teacher Residency Program (credential plus MAE-C&amp;I degree)</li> <li>• During 2016, a recruitment grant from the Division of Graduate Studies was received by MAE-C&amp;I.</li> </ul>
<p>Educational Leadership</p>	<ul style="list-style-type: none"> <li>• The P-12 Educational Leadership pathway conducts an average of three information sessions each semester in school districts throughout the Central Valley. Superintendents/designees publicize these information sessions through district e-blasts with an attached flyer.</li> <li>• Educational Leadership (P-12) faculty take an active role in the local education community through the John D. Welty Center for Educational Policy and Leadership (formerly known as CVELI), partnering with school districts throughout the valley. These relationships and the outcomes from our work together make our program very visible in the community.</li> <li>• Embedded field experience in coursework, PASC district mentors, and Superintendent’s Advisory.</li> <li>• Social media used to promote HEAL related events (e.g. information session, course related activities, co-curricular activities, student/faculty highlights).</li> <li>• HEAL collaborated with DOSAEM and HGSA to organize the 1<sup>st</sup> annual Careers in Student Affairs Month in October of 2015. Four events were held to promote the field of higher education/student affairs including an information session at Fresno State. Held a recruitment event at UC Merced in November 2015.</li> <li>• Recipient of multiple mini-recruitment grants over the past several years (since 2012) from the Division of Graduate Studies. Funds used to produce and purchase materials and resources, which are used as program communication tools.</li> <li>• Visibility at KSOEHD recruitment events.</li> </ul>
<p>Early Childhood Education</p>	<ul style="list-style-type: none"> <li>• Program website overhauled in 2015-16: <a href="http://www.fresnostate.edu/kremen/graduate/ma-childhood-ed.html">http://www.fresnostate.edu/kremen/graduate/ma-childhood-ed.html</a></li> <li>• Promotional video created and posted on website</li> <li>• Informational fliers designed, created, and distributed</li> <li>• In-person recruitment at 19 events in 2015-16 (event log and fliers available at <a href="https://drive.google.com/drive/folders/0B_3-LzrR-M4qWHBLb1JKM1dGVmM?usp=sharing">https://drive.google.com/drive/folders/0B_3-LzrR-M4qWHBLb1JKM1dGVmM?usp=sharing</a>)</li> <li>• Recruitment grant funding from graduate studies awarded in 2014-15 and used to develop program materials in 2015-16</li> </ul>

<p>Multilingual &amp; Multicultural Education</p>	<p>The MME Program has established and continues to update our program website. We have created videos that interview staff, current students, and alumni to answer frequently asked questions and give potential students an idea of what the program looks like in practice. We have also added a section of the page that highlights the accomplishments of our students, alumni, and faculty to try to further generate interest in the program.</p> <p>We have advertised the program via the Liberal Studies and Credential listservs. We have contacted principals and district staff to establish cohorts. We continue to offer courses at times when teachers can attend (4-7 p.m., 7-10 p.m., during the summer, on weekends) and at locations convenient for many. We are planning to establish graduate cohort in Visalia (Visalia Unified School Districts and hopefully Chowchilla as well). We continually update the technology infused in our program.</p>
<p>Reading/Language Arts</p>	<ul style="list-style-type: none"> <li>• The Reading/Language Arts Program provides at least six informational sessions in school districts throughout the Central Valley. In addition, informational materials are constantly distributed to these districts.</li> <li>• The Reading/Language Arts faculty take an active role in the local education community by partnering with school districts throughout the valley. Dr. Wahleithner is the Co-Director of the San Joaquin Valley Writing Project and Dr. David Low is the Director of the Native American Literacy Institute. These relationships and the outcomes from their work together make our program more visible in the community.</li> <li>• Recruitment materials are constantly revised. As a matter of fact, a recruitment grant funding from graduate studies awarded in 2014-15 was used to develop program materials in 2015-16.</li> <li>• Program website: <a href="http://www.fresnostate.edu/kremen/graduate/ma-reading-language.html">http://www.fresnostate.edu/kremen/graduate/ma-reading-language.html</a></li> </ul>

**Increase the number of courses offered in an online or hybrid format**

<p>Curriculum &amp; Instruction</p>	<ul style="list-style-type: none"> <li>• Online electives: <ul style="list-style-type: none"> <li>▪ CI 225: Integrating Computer Technology into the Curriculum</li> <li>▪ CI 240: Social Justice and the Multicultural Classroom</li> <li>▪ CI 241: Teaching for Equity and Justice in the Multicultural Classroom: Practice into Theory</li> <li>▪ CI 280T: Reflective Teaching–Math</li> <li>▪ LEE online courses (see MME section below)</li> </ul> </li> <li>• Some students take online sections of ERE 153 and ERE 220 to fulfill their educational statistics and research course requirements for the program.</li> </ul>
<p>Educational Leadership</p>	<ul style="list-style-type: none"> <li>• EAD 278T: Diversity in Higher Education and EAD 280T: Assessment, Analysis, and Information Systems (some P-12 sections) are part of the DiscoverE Tablet Program and integrate the use of a tablet.</li> <li>• Blended learning has been integrated in many of the courses offered through the program.</li> <li>• Two of courses required for the master’s program, one prerequisite (ERE 153) and one research course (ERE 220) have a fully online option. One of our courses</li> </ul>

	<p>connected to one of our culminating master's experience options (ERE 244) is fully online.</p> <ul style="list-style-type: none"> <li>• One of the P-12 faculty has been tasked with leading the development of a fully online master's/credential program by 2018-19.</li> </ul>
Early Childhood Education	CI 285 (hybrid): <a href="https://sites.google.com/a/mail.fresnostate.edu/ci285-fall2016/">https://sites.google.com/a/mail.fresnostate.edu/ci285-fall2016/</a>
Multilingual and Multicultural Education	<p>The following courses are in the process of being put totally online:</p> <p>LEE 281 Critical Pedagogy for Diverse Learners  LEE 282 Research Topics in Second Language Acquisition  LEE 283 Cultural Competencies for Education  LEE 284 Collaborative Leadership for Educational Diversity</p>
Reading/Language Arts	The Reading Program is fully available online.
Research	<p>The classes below are now offered online and also in hybrid format:</p> <p>ERE 153 Educational Statistics  ERE 220 Research in Education  ERE 288 Measurement and Program Evaluation</p>

**Continue partnering with local school districts to form graduate cohorts**

Curriculum & Instruction	Recruited two Sanger cohorts, one cohort in Central Unified, and one in Madera during the past 7 years, as well as supported the establishment of and recruitment for the Fresno Teacher Residency Program (5 cohorts so far; credential + MAE-C&I degree).
Educational Leadership	<p>The Educational Leadership and Administration degree program has two pathways: P-12 (which leads to a Master of Arts in Education: Option Educational Leadership and Administration and Preliminary Administrative Services Credential) and Higher Education, Administration, and Leadership [HEAL] (which leads to a Master of Arts in Education: Option Educational Leadership and Administration). For the 2016-17 academic year, our two pathways have a combined 194 students (150 P-12 and 44 HEAL). Our instructional delivery is solely through a cohort delivery model (nine cohorts); the seven P-12 cohorts all operate off the Fresno State campus in partnership districts across the Central Valley (Central Cohort, Clovis Cohort I, Clovis Cohort II, Fresno Leadership Cohort, Kings Canyon Cohort, Sanger Cohort, and the Visalia Cohort). The two HEAL cohorts (Year 1 and Year 2) operate on campus.</p>
Early Childhood Education	No district cohorts at this time.
Multilingual and Multicultural Education	<p>The Multicultural and Multilingual Program established and continue to update our program website and have advertised the program via the Liberal Studies and Credential listservs. We have contacted principals and district staff to establish cohorts. We continue to offer courses at times when teachers can attend (4-7 p.m., 7-10 p.m., during the summer, on weekends) and at locations convenient for many. We are planning to establish graduate cohort in Visalia (Visalia Unified School Districts and hopefully Chowchilla as well). We continually update the technology infused in our program.</p>

	<p>The MME program will continue to meet with potential candidates to get them officially to apply to the program. In addition, the Fresno Regional Bilingual &amp; Dual Language Consortium also endorses this program. The consortium members are committed to identifying and endorsing potential candidates at the site level and make recommendations to the program.</p> <ol style="list-style-type: none"> <li>1) Target identified Bilingual/EL Coordinators in the service region (i.e., Fresno, Tulare, Kings Canyon, and Madera) counties.</li> <li>2) Conduct information sessions in the above listed counties as well educational organizations such as Mexican American Educators, California Association of Bilingual Educators, and California Teachers of English to Speakers of Other Languages, etc.</li> <li>3) Collaborate with the Fresno Regional Bilingual &amp; Dual Language Consortium on the dissemination of program and recruitment efforts. This consortium represents districts, agencies and non-profit organization in the service region.</li> </ol>
Reading/Language Arts	The Reading/Language Arts Cutler-Orosi Partnership was established in 2015.

**Continually revise our courses for relevance and currency**

Curriculum & Instruction	<p>MAE-C&amp;I program faculty take this very seriously, continually updating course requirements, assignments, and resources. Modifications are informed by evaluating our student outcomes (documented in our annual reports). Appropriate and current use of instructional technologies is modeled. This is facilitated through the excellent, cutting edge computer labs in the Kremen Education Building (ED 157, ED 165, and ED 169), where most of the CASET courses and many of the ERE courses are taught.</p>
Educational Leadership	<ul style="list-style-type: none"> <li>• The Educational Leadership and Administration Program is involved in a major transition due to the adoption of new standards by the Commission on Teacher Credentialing (CTC), the development stages of a California Administrator Performance Assessment (CalAPA), and continued proposal work for HEAL as a specific degree option or separate degree. The CTC adopted new standards for the Preliminary Administrator Services Credential, in which all accredited and approved sponsors of programs transitioned to in fall 2015, however, transition still continues with a June 2016 revise of the adopted standards. The CTC approved requiring a performance assessment (CalAPA) for all preliminary administrative services credential candidates completing a Commission approved preparation program. The development of the CalAPA is currently underway, and our program has requested to participate in pilot testing (2016-17), field-testing (2017-18), Scoring (2016-17 and 2017-18), and Standard Setting (2018).</li> <li>• All P-12 full-time faculty (Academic Task Force) meet on average twice a month for the purpose of alignment review and revision to the California Administrator Performance Expectations (CAPEs – our new student learner outcomes), the new program competency tasks we developed, and the practice experiences/tasks we developed that would result in student competence. We have expanded the types of tools and techniques we are using to evidence and measure student learning. Many of our student learner outcomes are performance outcomes; therefore, we have greatly expanded the use of video and observation.</li> </ul>

	<ul style="list-style-type: none"> <li>• HEAL faculty meet monthly involved in proposal work for HEAL as a specific degree option or separate degree. EAD 278T Student Affairs in Higher Education: Course integrated revised 2015 professional competencies set forth by national leading professional associations (NASPA/ACPA).</li> <li>• Continuous cycle of review and closing the loop processes are the way our program operates. It is the way we do our business and remain relevant and value-added.</li> </ul>
Early Childhood Education	<ul style="list-style-type: none"> <li>• Comprehensive Exam prompts examined; revision process begun</li> <li>• Signature assessments and rubrics revised in 2014-15 and piloted in 2015-16</li> <li>• Share database for assessment data created, implemented, and training provided in 2015-16</li> <li>• Database implementation will be improved in 2016-17</li> </ul>
Multilingual and Multicultural Education	Since our program has only been functioning since 2014 we haven't had a significant opportunity to revise our courses since they are so new.
Reading/Language Arts	<ul style="list-style-type: none"> <li>• Faculty meet on a regular basis to review and revise scheduled signature assessments and rubrics.</li> <li>• In 2015, the Reading/Language Arts Program went through a curriculum revision due to the adoption of new standards by the Commission on Teacher Credentialing for the Reading/Language Arts Added Authorization and the Reading Literacy leadership Specialists Credential.</li> </ul>

**Model and infuse current technologies in our courses.**

Curriculum & Instruction	<ul style="list-style-type: none"> <li>• The MAE-C&amp;I program has benefitted from its close relationship with the Certificate of Advanced Study in Educational Technology (CASET) program. Many MAE-C&amp;I students take at least one of the courses designed for this certificate program, and a number of our students elect to earn the CASET in addition to the master's degree, providing them with documentation of their additional expertise in educational technology.</li> <li>• Three new Educational Technology electives were developed during the last 4 years: <ul style="list-style-type: none"> <li>▪ Designing Motivating Instruction</li> <li>▪ Exploring Technology and Critical Thinking</li> <li>▪ - Exploring Innovative Technologies</li> </ul> </li> </ul>
Educational Leadership	<ul style="list-style-type: none"> <li>• Developed digital modules/platform for EAD 298/Master's Degree Research Project to provide more comprehensive, consistent support to master's candidates among and between pathways. EAD 298/Project syllabus and Blackboard site was developed and piloted by Dr. Susana Hernández in the spring 2016 with a second pilot being conducted in the fall of 2016 (Dr. Luna and Dr. Watson), and full integration with all faculty by spring 2017.</li> <li>• P-12 pathway expanded the types of tools and techniques used to evidence and measure student learning. Many of our student learner outcomes are performance outcomes; therefore, we have greatly expanded the use of video. Also, E-Portfolio and E-Program Portfolio is used to collect, analyze, evidence, and document student competency task performance.</li> <li>• DiscoverE Tablet Program: EAD 278T Diversity in Higher Education and EAD</li> </ul>

	<p>280T: Assessment, Analysis, and Information Systems (some P-12 sections).</p> <ul style="list-style-type: none"> <li>• HEAL: EAD 261: Integration of social media, videos, and skype to include guest speakers and EAD 278T Student Affairs in Higher Education: Integration of videos and skype to include guest speakers.</li> </ul>
Early Childhood Education	<ul style="list-style-type: none"> <li>• Several courses in the ECE MA program are moving toward hybrid formats and/or incorporating current technologies, <ul style="list-style-type: none"> <li>▪ Tablets or other mobile devices</li> <li>▪ Social media</li> <li>▪ Video</li> <li>▪ Online modules</li> <li>▪ Google Classroom and Drive</li> <li>▪ Comprehensive course website: CI 285 (<a href="https://sites.google.com/a/mail.fresnostate.edu/ci285-fall2016/">https://sites.google.com/a/mail.fresnostate.edu/ci285-fall2016/</a>);</li> </ul> </li> <li>• Courses infusing more technologies include <ul style="list-style-type: none"> <li>▪ CI 285</li> <li>▪ LEE 241</li> <li>▪ LEE 233</li> <li>▪ LEE 232</li> </ul> </li> <li>• Four of our ECE faculty have participated in either DISCOVERe or eScholars professional development FLCs since 2014</li> </ul>
Multilingual and Multicultural Education	<p>We are planning to start more fully implementing the Google apps for Education suite by</p> <ul style="list-style-type: none"> <li>• Using Google Classroom and Google Drive</li> <li>• Integrating Google Hangouts and Google Classroom as a way in which we can turn our traditional classes into hybrid online classes.</li> <li>• Creating comprehensive course websites on Google sites.</li> </ul>
Reading/Language Arts	<ul style="list-style-type: none"> <li>• Since the entire Reading/Language Arts Program is offered online, all the courses (LEE 278, LEE 213, LEE 220, LEE 215, LEE 230, LEE 244) in the online program infuse technology.</li> <li>• Face-to-face courses that infuse more technologies include <ul style="list-style-type: none"> <li>▪ LEE 213 (Google Classroom, Video and Online Modules)</li> <li>▪ LEE 244 (Wiki)</li> </ul> </li> </ul>
Research	<ul style="list-style-type: none"> <li>• All research faculty have taught fully online courses.</li> <li>• All research courses are available fully online.</li> <li>• All research faculty are DISCOVERe participants.</li> </ul>

**Project new hires that will be needed over the next 10 years and put emphasis on recruitment as well as retaining new faculty.**

Curriculum & Instruction	<p>We project that we will need to hire new faculty in the Department of Curriculum and Instruction to teach CI 250, CI 275, CI 285, and our CASSET courses during the next 10 years when many of the faculty who were hired during the 1980s and 1990s will be retiring. The C&amp;I Department has hired 5 new tenure-track faculty members since our last program review.</p>
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Educational Leadership	Department of Educational Leadership projects we will need to hire diverse new faculty for both the P-12 pathway and HEAL pathway who can also teach in the Doctoral Program for Educational Leadership. The Educational Leadership Department has hired eight new tenure-track faculty since our last program review: four P-12 and four higher education, one of which has since retired (two Hispanic/Latina females, four white females, and two Hispanic/Latino males). A search has been approved for 2016-17 to hire two P-12 faculty for the Department of Educational Leadership who will also teach in the Doctoral Program for Educational Leadership.
Early Childhood Education	<ul style="list-style-type: none"> <li>• Since 2013, the ECE program has hired four new tenure-track faculty members.</li> <li>• Several faculty members have also left the university since 2013.</li> <li>• We currently have a search for this year and we will have another search next year to replace these faculty members.</li> </ul>
Multilingual Multicultural Education	We are in the process of recruiting new faculty. We are going to conduct nationwide, state and local searches to find new hires.
Reading/Language Arts	<ul style="list-style-type: none"> <li>• The Reading/Language Arts Program projections for new faculty during the next 10 years are three, one retirement, one replacement, and one program redesign.</li> <li>• The LEBSE Department hired 3 new Reading/Language Arts Program tenure-track faculty since our last program review (Bennett, Low, Wahleithner).</li> </ul>

**Maintain state and national program accreditation (e.g., CTC, NCATE, NAEYC, etc.).**

Curriculum & Instruction	All initial and advanced programs in the Kremen School of Education and Human Development received outstanding reviews during the last state (CTC) and national (NCATE) accreditation visits in March 2014. All NCATE Standards were fully met and no areas for improvement were identified.
Educational Leadership	The Educational Leadership and Administration Program, as part of the Kremen School of Education and Human Development, participated in an Accreditation review process under which the program was evaluated by two external bodies, NCATE and CCTC, during the 2013-2014 school year. This review and evaluation process included an on-site visit and review of our program from April 6– 8, 2014. NCATE findings revealed that all six NCATE standards were fully met, and no areas for improvement (AFIs) were indicated. CCTC findings revealed that all of our program standards were fully met.
Early Childhood Education	Our program attained full unconditional national recognition from NAEYC in February, 2016 ( <a href="https://drive.google.com/open?id=0B_3LzrR-M4qOFIOUU1CV1h0anc">https://drive.google.com/open?id=0B_3LzrR-M4qOFIOUU1CV1h0anc</a> ). We are the only NAEYC recognized early childhood graduate program in the state of California.
Multicultural/Multilingual Education	All initial and advanced programs in the Kremen School of Education and Human Development received outstanding reviews during the last state (CTC) and national (NCATE) accreditation visits in March 2013. No areas for improvement were identified.

	We are also in the process of being accredited by WASC.
Reading/Language Arts	<ul style="list-style-type: none"><li>• The Reading/Language Arts Program, as part of the Kremen School of Education and Human Development, participated in an Accreditation review process under which the program was evaluated by NCATE, during the 2013-2014 school year. NCATE findings revealed that all six NCATE standards were fully met, and no areas for improvement were indicated.</li><li>• In 2014-2015, the Reading/Language Arts Program underwent a compliance review by the CCTC for the new Reading literacy Added Authorization and Reading Literacy Leadership Specialists Credential. Both credentials were approved with modification.</li></ul>