

Student Outcomes Assessment Plan **Master of Arts Degree in Education, Curriculum and Instruction Option**

*Kremen School of Education and Human Development
California State University, Fresno (Fall 2009)*

Mission Statement

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.

Learning Goals (Outcomes) and Objectives

The Curriculum and Instruction option is designed to develop knowledge and skills in the following areas: Curriculum, Instructional Strategies, Assessment, and Leadership. Woven throughout these four primary topics is the importance of research-based knowledge, a multicultural perspective, technology as a tool, and professional growth.

Goal 1: CURRICULUM

Prepare curricular and instructional leaders with knowledge of curriculum development, implementation, and evaluation.

Objective 1.1: Graduates will identify important theoretical and research-based characteristics of well-developed curricula and use them to analyze curricula.

Objective 1.2: Graduates will identify historical and contemporary issues that have implications for curricular selection and change, including, but not limited to, second language learners, developing a global perspective, state and national standards, and "workplace know-how."

Objective 1.3: Graduates will identify ways technology can facilitate the goals of the curriculum.

Goal 2: INSTRUCTIONAL STRATEGIES

Prepare professionals with the ability to analyze and implement effective instructional strategies, including technology.

Objective 2.1: Graduates will use learning and instructional theories and research findings to analyze instructional practices.

Objective 2.2: Graduates will implement instructional strategies that facilitate learning for cognitively, ethnically, culturally, and linguistically diverse populations.

Objective 2.3: Graduates will develop techniques for utilizing technology as an instructional tool.

Objective 2.4: Graduates will reflect on the consequences of their own philosophy and practices for planning and instruction.

Goal 3: ASSESSMENT

Prepare professionals with an understanding of a broad range of assessment strategies and the ability to use assessment to inform instruction.

Objective 3.1: Graduates will evaluate various forms of research and/or evaluation used to document students' learning, teaching effectiveness, curricula, and programs.

Objective 3.2: Graduates will develop tools to assess students' content knowledge and attitudes, and evaluate instructional practices or programs, recognizing the biases within different forms of assessment.

Objective 3.3: Graduates will utilize technology to assist in the assessment of teaching and learning.

Goal 4: LEADERSHIP

Foster the skills and dispositions necessary to become educational leaders.

Objective 4.1: Graduates will communicate research-based arguments for educational issues, policies, or research design.

Objective 4.2: Graduates will become advocates for educational reforms that meet the needs of all students.

Objective 4.3: Graduates will assume leadership roles and utilize resources in their professional community.

Curriculum and Instruction Program List of Required Courses (16 units)

- CI 250Advanced Curriculum Theory and Evaluation (3 units)
- CI 275Advanced Instructional Theories and Strategies (3 units)
- CI 285Advanced Educational Psychology (3 units)
- or ERA 288Educational Measurement and Program Evaluation (3 units)
- ERA 220Research in Education (3 units) [Prerequisite: ERF 153, Educational Statistics]
- CI 298/299Project or Thesis (4 units)

List of Elective Courses (14 units)

14 units of electives, selected from, but not limited to, the following courses:

- CI 210Current Issues and Trends in Mathematics Education (3 units)
- CI 212Mathematics Education in the Primary Grades (3 units)
- CI 213Mathematics Education in the Middle Grades (in development, 3 units)
- CI 225Integration of Technology Across the Curriculum (3 units)
- CI 227Current Issues and Trends in Educational Technology (3 units)
- CI 229Designing Virtual Realities for Education (3 units)
- CI 230Planning and Implementing Innovative Technology Programs (3 units)
- CI 241Teaching for Equity and Justice in the Multicultural Classroom: Practice into Theory (3 units)
- CI 260Reflective Teaching (3 units)
- CI 265Professional Practice in Teaching (3 units)
- CI 270Investigating Classroom Practices (3 units)
- CI 280TAdvanced Topic (1 to 3 units; up to 9 units total on different topics)
- CI 290Independent Study (1 to 3 units; up to 6 units total)

Other possible electives:

- Courses in other KSOEHD departments

- Courses in departments outside the Kremen School of Education and Human Development, such as mathematics, science, history, linguistics, etc.

M.A. in Education: Curriculum and Instruction Option
Goals and Objectives Chart

	Theory/Research	Multicultural Perspective	Technology as a Tool	Professional Growth
Goal 1: CURRICULUM Knowledge of curriculum development, implementation, and evaluation.	Objective 1.1 Identify theoretical and research-based characteristics of well-developed curricula and use them to analyze curricula.	1.2 Identify historical and contemporary issues that have implications for curricular selection and change.	1.3 Identify ways technology can facilitate the goals of the curriculum.	
Goal 2: INSTRUCTION Analyze and implement effective instructional strategies, including technology.	2.1 Use learning and instructional theories and research findings to analyze instructional practices.	2.2 Implement instructional strategies that facilitate learning for all students.	2.3 Develop techniques for utilizing technology as an instructional tool.	2.4 Reflect on the consequences of philosophy & practices for planning & instruction.
Goal 3: ASSESSMENT Understanding of a broad range of assessment strategies and the ability to use assessment to inform instruction.	3.1 Evaluate research and/or evaluation used to document students' learning, teaching, curricula, & programs.	3.2 Develop tools to assess students' content knowledge and attitudes, and evaluate instructional practices or programs, recognizing the biases within different forms of assessment.	3.3 Utilize technology to assist in the assessment of teaching and learning.	
Goal 4: LEADERSHIP Skills and dispositions to become educational leaders.	4.1 Communicate research-based arguments for educational issues, policies, or research design.	4.2 Become advocates for educational reforms that meet the needs of all students.		4.3 Assume leadership roles and utilize resources in the professional community.

M.A. in Education: Curriculum and Instruction Option
Objective by Course Matrix

Required Courses:

Objective/ Course	CURRICULUM			INSTRUCTION				ASSESSMENT			LEADERSHIP		
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2*	4.3*
CI 250	PA	PA	S		S			S	S		PA	P	
CI 275	S		S	PA	PA	S	PA		S	PA			S
CI 285/ ERA 288				S				S	PA	S	S		
ERA 220								PA	S	S	PA		
ERA 153										S			
CI 298/299	**	**	**	**	**	**	A	**	**	**	A	**	**

P = Primary responsibility; S = Secondary responsibility; A = Assessed

* Objectives 4.2 and 4.3 will be assessed through employer & alumni surveys and focus groups.

** Many of these objectives will be addressed in the project/thesis, depending on the topic selected.

Electives (14 units), including, but not limited to the following:

Objective/ Course	CURRICULUM			INSTRUCTION				ASSESSMENT			LEADERSHIP		
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3
CI 210	S	P	S								P	S	P
CI 212				PA	P		P	PA	S		P		S
CI 225			PA			PA				S			
CI 227	S	P		S				S			S	S	
CI 229			P			P							
CI 230	S	S		S	S	P				S	S	S	
CI 241	S	S		S	S		S	S	S		S	S	S
CI 260				S	S		S	S	S				S
CI 265	S	S	S				S				S	S	P
CI 270				S	S		S	S	S				
CI 280T *													
CI 290 *													

P = Primary responsibility; S = Secondary responsibility; A = Assessed

* The extent to which the objectives are covered in topics courses (CI 280T) or independent studies depends upon the topic(s).

Assessment Plan: M.A. in Education-Curriculum and Instruction Option

Development and Implementation

2000-2001

- **Goals 1 and 4:** Pilot and refine the procedures for implementing the Graduate Writing Requirement. [See Graduate Writing Requirement Policy and Graduate Writing Requirement Assignment.] This tool is a direct assessment of our students' ability to synthesize and communicate research-based knowledge in curriculum. This ability is essential for educational leadership.
 - As indicated in the policy, the instructor of CI 250 (a required course) has primary responsibility for (a) including the assignment as part of the course, and (b) scoring the writing samples using the rubric (Appendix 2). Any samples that are questionable (i.e. not scored as at least a 3 in all areas) are forwarded to the Writing Review Committee, consisting of three graduate faculty. The CI 250 instructor and the Writing Review Committee submit the results to the Curriculum and Instruction Graduate Coordinator, who notifies the students and advisors. The names of students passing the writing requirement are submitted to the KSOEHD graduate technician. Students not passing the writing requirement meet with their advisor and/or the graduate coordinator to develop a plan to remediate areas of weakness and resubmit a writing sample.

2001-2002

- **Goal 2:** Pilot and refine the "Analysis of Classroom Teaching" assignment used in CI 275 as a direct measure of our students' ability to analyze and implement effective instructional strategies.
 - The instructors of CI 275, in consultation with the C&I graduate committee, are responsible for refining this assignment, incorporating it into the course, and evaluating the assignment.

2002-2003

- **Goals 1-4:** Develop more specific project/thesis guidelines and evaluation procedures (Appendix 3). These guidelines will increase the consistency of the projects and theses across advisers and make it possible to evaluate our students' performance related to the four major goal areas: curriculum, instructional strategies, assessment, and leadership.
 - The C&I graduate committee is responsible for the development of these guidelines and evaluation procedures. The C&I graduate coordinator is

responsible for disseminating the guidelines to advisors and students. Advisors are responsible for having students follow the guidelines and evaluating their projects/theses.

2003-2004

- **Goals 1-4:** Develop format and conduct focus groups with current students, alumni, employers, and faculty to assess program quality related to the goals and objectives. These groups will be conducted every three years.
 - The C&I graduate committee will be responsible developing this assessment and appointing facilitators to conduct the focus groups.
- Develop and disseminate an Alumni Survey to assess program quality related to the program goals and objectives. The Alumni Survey will be conducted every three years.
 - The C&I graduate committee will be responsible for the development and dissemination of this survey.

2004-2005

- Develop and disseminate an Employer Survey to assess employers' evaluation of our graduates, related to the goals and objectives. The Employer Survey will optimally be conducted every three years.
 - The C&I graduate committee will be responsible for the development and dissemination of this survey.
- Spring 2005--NCATE/CCTC Visitation Team convened Focus Group meeting of MAE-C&I students who gave the program strong reviews.

2005-2006

- Recruit and establish a new MAE-C&I cohort (multiple districts).

2006-2007

- New Program Coordinator/ Assessment Coordinator for MAT and MAE-C&I program.
- **Goals 1-4:** Create detailed database of all students in the program to track all students through the MAE-C&I and MAT programs (coursework, etc.), as well as keep records of communication with students as a documentation of informal program assessment. Program Coordinator communicates regularly with students via email and telephone regarding their progress in the program, course trajectory, and program assessment.
- **Goal 2:** Collect/analyze data for the "Analysis of Classroom Teaching" assignment in CI 275.
- **Goal 4:** Initiate adding all K-6 and single subject math/science teachers in MAE-C&I program to the COMET (*California Online Mathematics Education Times*) listserv to support leadership development.
- Create new MAE-C&I Student Forum on Blackboard with numerous resources, files, and a discussion board for student support.

2007-2008

- **Goals 1-4:** Conduct survey of new MAE-C&I students enrolled in CI 250 (GWR course) about the strengths of the MAE-C&I program and modifications recommended.
- **Goals 1-4:** Focus on Recruitment of District-based Cohorts after surveying teachers and administrators on district and personal goals/objectives. (Two large cohorts--one in Central Unified and one in Sanger Unified--matriculated in Fall 2008 with specialized electives designed for each.)
- **Goal 2:** Collect/analyze data for the "Analysis of Classroom Teaching" assignment in CI 275.
- Initiate holding semiannual MAE-C&I Orientations for incoming graduate students.

2008-2009

- **Goals 1-4:** Revise appendices of SOAP: (a) Edit/update Graduate Writing Requirement, (b) edit/update/substantially revise the Thesis and Project Guidelines, as well as the CI 298 Project Policies and Procedures
- **Goals 1-4:** Assist with the development and implementation of new, online Exit Survey.

2009-2010

- Create Advancement to Candidacy Checklist as part of Project/Thesis Guidelines packet, suitable for use by other graduate programs as well as MAE-C&I.
- Create new Web page for MAE-C&I program to reflect current goals and courses.
- **Goals 1-4:** Develop survey to assess students' project/thesis goals and initiate procedure of pairing CI 298 faculty with their CI 298 advisees 4 months before the formal start of the semester in which they will register for CI 298.
- **Goal 4:** CI 241 was revised and offered as a face-to-face elective with a service-learning component for the MAE-C&I program for the first time.
- **Goal 2:** Collect data for the "Analysis of Classroom Teaching" assignment in CI 275.
- **Goals 1-4:** Hold discussions among MAE faculty about ERA 220 content and focus, and how to better support students going into their project/thesis semester through workshops, early advising, etc.

2010-2011

- **Goals 1-4:** Revisit/revise program goals and objectives, as well as outcomes to be assessed--and the manner in which they are to be assessed.
- Develop "Assessment" assignment to meet Goal 3. Pilot test in appropriate course. The C&I graduate committee will be responsible for developing an assessment assignment and selecting (or developing) the course (or courses) in which it will be used.

- **Goal 2:** Collect data for the “Analysis of Classroom Teaching” assignment in CI 275.
- Develop rubric to assess the CI 298/Project.
- Develop and disseminate an Employer Survey to assess employers’ evaluation of our graduates, related to the goals and objectives.
- Revise and disseminate an Alumni Survey to assess program quality related to the program goals and objectives.

2011-2012

- **Goal 2:** Collect data for the “Analysis of Classroom Teaching” assignment in CI 275.
- Revise and disseminate an Alumni Survey to assess program quality related to the program goals and objectives.

Collection of Assessment Data for Program Review

A Program Assessment Committee will have the primary responsibility for gathering and reviewing the assessment data and making recommendations to the C&I Graduate Committee for program changes. The committee will meet each year to review the available data and make any necessary and indicated program revisions. The following data will be collected and reviewed:

- **Graduate Writing Requirement**
 - A summary of the Pass/No Pass numbers from CI 250 instructors will be submitted to the program coordinator for review each semester that the course is offered. Special attention will be given to the number of students that initially do no pass and then pass and the process that proved successful for them.
- **Project/Thesis Review**
 - A summary of the project and thesis topics and the quality of the project/thesis will be submitted by each faculty adviser. A random sample of these projects/theses summaries will be reviewed by a sub-committee of the C&I graduate committee each year.
- **Analysis of Classroom Teaching**
 - A random sample of the analyses will be submitted by the instructor for review by a sub-committee of the C&I graduate committee each year.
- **Focus Group**
 - A summary of the data from the focus group will be submitted by the facilitator in the years conducted.
- **Alumni Survey**
 - A summary of the data from the survey will be submitted for review in the years conducted.
- **Employer Survey**
 - A summary of the data from the survey will be submitted for review in the years conducted.
- **Assessment Assignment**

- A summary of the class data on this assignment will be submitted by the instructor of CI 275 for review each year.

Timeline for Data Collection and Review

Date / Data Collection	2002-2003 2006-2007 2008-2009	2003- 2004	2004- 2005	2005-2006 2007-2008	2009- 2010	2010- 2011	2011- 2012
Writing Sample	*	*	*	*	*	*	*
Project/Thesis	*	*	*	*	*	*	*
Teaching assignment	*	*	*	*	*	*	*
Focus Group		*		*		*	
Alumni Survey			*			*	
Employer Survey						*	
Assessment Assignment						*	

Appendices

Appendix 1. Graduate Writing Requirement

Appendix 2. Graduate Writing Requirement Scoring Rubric

Appendix 3. Project/Thesis Guidelines

Appendix 1

GRADUATE WRITING REQUIREMENT POLICY

Master of Arts Degree in Education Curriculum and Instruction Option

In keeping with the California State University, Fresno's Graduate Writing Requirement, all students in the Master of Arts Degree in Education, Curriculum and Instruction option, must demonstrate competence in written English prior to applying for advancement to candidacy. Students will have the opportunity to demonstrate writing proficiency in CI 250 (Advanced Curriculum Theory and Analysis), one of the required courses in the program. It is important that students demonstrate writing competence early in their program. Accordingly, students are advised to complete CI 250 during the first or second semester of program enrollment.

Overview

Candidates for the M.A. Degree in Education, Curriculum and Instruction option will meet the University requirement for demonstrating graduate-level competence in written English by satisfactory completion of a scholarly analysis of a current issue related to curriculum and/or instruction in CI 250. Writing competency will be assessed using a 4-point scoring rubric. As detailed below, in order to demonstrate competency, the student must score a 3 in each of following three areas: Style and Format; Mechanics; and Content and Organization. Inability to demonstrate competence will necessitate remediation which may require (but not be limited to) additional course work, experiences in the Writing Center, tutoring and/or independent study.

Writing Requirement Details

Each student in CI 250 will identify a current issue of interest concerning curriculum or instruction, locate and read related literature, and write a scholarly paper 5-10 pages in length reviewing the literature and drawing conclusions about the issue. The student's writing should demonstrate:

- comprehensibility,
- clear organization and presentation of ideas,
- an ability to arrange ideas logically so as to establish a sound scholarly argument,
- thoroughness and competence in documentation,
- an ability to express in writing a critical analysis of existing scholarly/professional literature in the student's area of interest, and
- an ability to model the discipline's overall style as reflected in representative journals.

The Scoring Rubric has been developed to provide guidance to students and faculty alike. The student will receive a score on each of three sub-scales: Style and Format, Mechanics, and Content and Organization. Scores will range from 1 to 4 with the following designations:

- 4 - Exemplary
- 3 - Accomplished
- 2 - Developing
- 1 - Beginning

In order to demonstrate writing proficiency, the student must receive a score of “3” in each area. Successful completion of this requirement will only be one component of the course evaluation, so the student may pass CI 250 while failing the Graduate Writing Requirement or vice versa.

Any evidence of plagiarism (whether intentional or unintentional), as defined by the University policy, will nullify the writing sample. The University Policy on Plagiarism will be followed as appropriate. If the student is granted a second opportunity to fulfill the writing requirement, he or she must submit another writing sample on a different topic for evaluation.

Faculty Evaluation of Writing Proficiency

The instructor of CI 250 will be the primary evaluator of each student’s writing. When the instructor determines that the student meets the criteria (achieves a score of 3 or higher in each area of the rubric), the process will be considered complete. For each section of CI 250, the instructor will forward to the Program Coordinator a list of students enrolled and the status of their writing competence. The Program Coordinator will forward this information to the Graduate Programs Coordinator of the Kremen School of Education and Human Development. A record of each student’s writing proficiency status will be placed in the student’s file.

If the instructor believes the student’s writing to be deficient in one or more areas, it will be referred to the Review Committee and evaluated by the committee as a whole. The Review Committee will consist of two graduate faculty members in addition to the instructor. The decision of this committee will be considered final. If the committee determines that the student meets the criteria, the process will be considered completed, and the chair of the committee will notify the Program Coordinator that the student has demonstrated writing proficiency.

If the reviewers determine that the student has not demonstrated competency in written English, the student will be required to remediate writing skills. The appropriate methods for remediation will be determined in conjunction with the Review Committee and monitored by the student’s graduate advisor. Remediation may require (but not be limited to) additional course work, experiences in the Writing Center, tutoring, and/or independent study. Following remediation, the student will submit a letter to the Graduate Advisor outlining the steps taken to improve writing proficiency and requesting that she or he be allowed to redo the writing assessment. With the concurrence of the advisor, the student will be allowed to redo the writing assignment on a different topic. The new writing sample will be evaluated by the Review Committee, and the decision of the committee will be considered final.

Selection of the Writing Review Committee

The membership of the Review Committee will be determined by the Curriculum and Instruction Graduate Committee on an annual basis. The Chair of the Review Committee will be selected annually by its members.

Alternative Administration of the Graduate Writing Assignment

A student may petition for the administration of the Graduate Writing Assignment outside of CI 250. The petitioner must submit a rationale for requesting the alternative administration. The petition will be reviewed by the Curriculum and Instruction Graduate Committee.

If the petition is granted, the Graduate Coordinator will meet with the petitioner to discuss the assignment and set a timeline. The writing sample will be reviewed by the Review Committee using the same process as other submissions to the committee.

If the petition is not granted, the petitioner may request a meeting with the Graduate Coordinator and/or the Curriculum and Instruction Graduate Committee to review the decision.

The petition is likely to be granted if the petitioner is unable to complete CI 250 in time to request Advancement to Candidacy the semester before registering for the project or thesis.

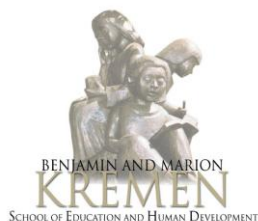
Revised 10.28.09

Appendix 2

MA in Education (C & I) – Scoring Rubric for the Graduate Writing Requirement

<u>Scoring Level</u>	<u>Style and Format</u>	<u>Mechanics</u>	<u>Content and Organization</u>
4 - Exemplary	In addition to meeting the requirement for a “3,” the paper is consistent with APA throughout. Models the language and conventions used in related scholarly/professional literature. Would meet the guidelines for an APA publication.	In addition to meeting the requirements for a “3,” the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer’s logic.	In addition to meeting the requirements for a “3,” excels in the organization and presentation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.
3 - Accomplished	While there may be minor errors, APA conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Models the discipline’s overall journalistic style.	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used which help the reader move from one point to another.	Follows all requirements for the paper. Topic is timely and carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader’s attention. Does a creditable job summarizing related literature.
2 - Developing	While some APA conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point; lacks appropriate transitions.	While the paper represents the major requirement, it is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.
1 - Beginning	APA conventions are not followed. Fails to demonstrate thoroughness and competence in documentation. Lack of appropriate style and format make reading and comprehensibility problematic.	Paper contains numerous errors in spelling, grammar, and/or sentence structure that make following the logic of the paper extremely difficult.	Analysis of existing scholarly/professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or understanding of the paper’s topic.

Appendix 3



• Thesis and Project Guidelines •

Master of Arts Degree in Education, Curriculum and Instruction Option

California State University, Fresno

Originated: Spring 2001; Revised: 08/04, 10/08; Approved 11/18/08

These guidelines provide an overview of the final culminating experience (project or thesis) of the M.A. degree in Education, Curriculum and Instruction option (MAE-C&I). The guidelines are followed by "Project Policies and Procedures" and several useful templates. MAE-C&I students are urged to visit regularly the Division of Graduate Studies Web site for news, information, forms, deadlines, financial aid information, etc.: <http://csufresno.edu/gradstudies/> Helpful information, including copies of MAE-C&I projects and theses, a project template, and numerous forms are available in the "Program Documents" area of the Blackboard Organization entitled, "Curriculum and Instruction Graduate Student Forum," to which all MAE-C&I students are subscribed. To login, go to <http://blackboard.csufresno.edu/>

Vision of a Project or Thesis

The culminating experience for the MAE-C&I degree should be a scholarly work that contributes to a master's degree candidate's knowledge and demonstrates an understanding of curriculum, instruction, and/or assessment. Each project (CI 298) or thesis (CI 299) should include a research or an evaluation component, requiring data collection and analysis.

Definition of a Project

A project:

- involves a significant undertaking in a professional field,
- demonstrates originality and independent thinking,
- reflects applied field research or creative effort related to the candidate's professional goals, and
- is summarized in a written document that includes the project's significance, objectives, methodology, and a conclusion or recommendation.

~ Adapted from the Division of Graduate Studies Handbook, p. K-3, rev. 8/07

A student has one project advisor. In addition to guiding the course of the project, the advisor is responsible for submitting the following to Maria Elrod (Graduate Technician)

in ED 151: (a) approved project proposal form prior to the semester in which the student plans to register for CI 298 and (b) the grade for CI 298 on the Master's Degree Clearance form plus two copies of the project abstract by the last week of the semester. For more information, see pp. K-3 through K-5 in <http://csufresno.edu/gradstudies/handbook/secK.pdf>

Definition of a Thesis

A thesis:

- involves a systematic study of a significant problem,
- demonstrates original, critical, and independent thinking,
- investigates specific, well-defined questions or issues, frequently forming hypotheses to be tested,
- relates to an existing body of theoretical or empirical knowledge in the field, and
- is summarized in a written document that clearly identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation.

~ Adapted from the Division of Graduate Studies Handbook, p. K-5, rev. 8/07

A thesis committee has three members. The Committee Chair has primary advising responsibility and verifies that all forms are completed and deadlines adhered to. The completed thesis is due approximately 7 weeks before the last day of class. For detailed information, visit <http://csufresno.edu/gradstudies/thesis/> and see pp. K-5 through K-8 in <http://csufresno.edu/gradstudies/handbook/secK.pdf>

Basic Structure of a Project or Thesis

A typical MAE-C&I project or thesis has five chapters. Depending on the project or thesis, the number of chapters may vary from three to six. Each master's degree candidate should confer with his or her advisor to determine the appropriate format for the design of the project or thesis. Multimedia projects may require a slightly different format.

The Division of Graduate Studies Web site contains thesis templates that provide useful guidance for word-processing the prefatory pages of a thesis or project (i.e., abstract, title page, acknowledgments, Table of Contents, List of Tables, and List of Figures), as well as formatting the chapters, references, and appendices. See <http://csufresno.edu/gradstudies/thesis/templates.shtml> Note: Projects do not include the thesis approval pages or reproduction authorization page. Few include a copyright page. However, projects submitted for consideration to be included in the Henry Madden Library may wish to include such a page. For information on library-bound projects, see <http://www.csufresno.edu/gradstudies/forms/frm/Library-BoundProjectsPolicy.pdf>

The contents of each of the chapters in a typical 5-chapter project or thesis are summarized below:

Chapter 1 – Introduction

This chapter describes the problem and provides a rationale for the project or thesis. It answers the question: Why is this project/thesis significant and valuable for me and for others? Chapter 1 provides a context for the problem or issues examined, describes the setting, states the purpose, describes the need for the project/thesis (why it is necessary and who will benefit from it), and concludes with a summary of the major points covered in the chapter followed by an overview of the organization of remaining chapters. Like all chapters in the project or thesis, this chapter is written formally in third person. Contractions, informal language, and statements of opinions (editorializing) should be avoided. (This chapter is usually 5-8 pages in length.)

Chapter 2 – Literature Review

In this chapter, the project or thesis is situated in the literature. The literature reviewed should provide a background for the project or thesis. Related research, theory, and practical applications provide the rationale for the way the project or thesis was designed. The literature selected should be significant and clearly related to the topic. Primary sources are strongly preferred, although a limited number of secondary sources may be cited. Current research from scholarly journals is also preferred. APA style should be followed closely in citing references. Direct quotations should be used sparingly. The literature review provides the framework for the design of the project/thesis (Chapter 3), the results (Chapter 4), and the conclusions (Chapter 5). It answers the question: How does this project/thesis relate to studies that have already been done? (The typical length of this chapter is 20-25 pages. Chapters should begin with a short summary of the previous chapter(s) and conclude with a short preview of the next chapter.)

Chapter 3 –Methodology

This chapter provides details of the research design, including the research questions, null hypotheses, description of the participants (demographic data), instrumentation (assessments, etc.), procedure (how the research plan was executed, how data were collected, how a product was designed and assessed, etc.), and data analysis techniques (a description of the statistical analyses that were conducted). Note: No results are included in this chapter, although it may include a table with participant demographic information. This chapter answers the question: What did I do to design and carry out this project or research? (Chapter 3 is usually 8-15 pages in length.)

Chapter 4 – Results

In this chapter, the results of the study or the evaluation of the project are described. For a project, this may include comments from reviewers of a curriculum unit or an assessment of another type of product developed (e.g., Web site or handbook). Data is presented, both in graphical (tables and figures) and narrative form. Statistical findings are presented in detail, often organized by research question (in the case of an empirical study). This chapter only presents the results; it does not include a discussion or an interpretation of the results. This chapter answers the question: What did I find out?

Chapter 5 – Conclusions

This chapter includes a summary of the project or the study, as well as the findings. If research was conducted, this chapter discusses and analyzes what the results mean in relation to previous studies. Limitations are identified, implications are discussed, and recommendations for further research or product development are presented. It answers the question: How is what I found out (or developed) important to me and to the larger educational community?

References

List all books, journal articles, Web sites, and other sources cited in the project. Do not include materials consulted but not cited, nor documentation of personal communication.

Appendix

The Appendix can include a variety of materials. For a project that includes a product (e.g., Web site, CD-ROM, or handbook), the product may be put into an appendix, or it may be included in a separate format. Data collection tools (e.g., surveys or observation instruments), letters of permission, raw data, student work, transcripts of interviews, lists of additional resources, Web page screen shots, or other relevant materials may be included to contribute to the reader's understanding of the project or thesis.

CI 298 PROJECT POLICIES AND PROCEDURES FOR THE M.A. IN EDUCATION– CURRICULUM AND INSTRUCTION OPTION (MAE-C&I)

[Policies and Procedures for KSOEHD Projects, 11/04;
updated/adapted for C&I–10/08; Approved 11/18/08; updated 9/11/09]

Note: Refer to the Division of Graduate Studies Web site for updated information and deadlines: <http://www.csufresno.edu/gradstudies/> The graduate student guidebook, "Charting Your Course to a Master's Degree," is available at <http://www.csufresno.edu/gradstudies/epubs/guidebook.pdf>

Procedures

In order to satisfactorily meet all requirements for enrollment in and completion of CI 298, the candidate is expected to do the following:

1. Be a student in good standing at CSU, Fresno, be advanced to candidacy (see page 5 of this document for the Advancement to Candidacy checklist), and have completed a minimum of 24 semester units of program coursework (including ERA 220) with a "B" average or better.
2. Fill out the Project/Student Information Form on page 6, and submit it to the MAE-C&I Graduate Program Coordinator within the first two weeks of the semester prior to which you plan to register for CI 298. The information on this form will help match you with a CI 298 supervisor.
3. In consultation with your CI 298 supervisor, develop a project proposal for CI 298, and complete the Project Proposal form (see page 11). Obtain the signature of your project supervisor indicating his or her approval. Either you or your supervisor will then submit this form to the Graduate Technician in the KSOEHD Graduate Programs Office (ED 151).
4. Register for CI 298. A course number and a permission number can be obtained from the Graduate Technician after the signed Project Proposal form has been submitted. Maria Elrod (559-278-0148, melrod@csufresno.edu) is currently the Graduate Technician who provides these registration numbers.
5. Prior to data collection, obtain approval for conducting human subjects research. For details, see <http://www.csufresno.edu/humansubjects> In short, a project summary, description of the research protocol, and copies of instruments, consent forms, and interview protocols need to be included in a letter addressed to the Curriculum and Instruction Department Chair. "Exempt" research is reviewed by the Department

Chair, while "Minimal Risk" research needs to be reviewed by a Departmental Committee. With the exception of funded research, "Exempt" or "Minimal Risk" research does not have to go before the Institutional Review Board. Evidence of this process will be required of students wishing to apply for a Graduate Student Research Merit Award (\$1000; see <http://csufresno.edu/gradstudies/financial/gsrma.shtml>).

6. Complete all work in CI 298 in consultation with the project advisor.
7. Receive final editing guidance and then approval from the project advisor that the project is complete and ready for binding. The finished project must include the project report and any accompanying materials (e.g., manual, CD-ROM, etc.).
8. Have the written portions bound. (The Kennel Bookstore provides this service.) Be sure to include the abstract in the bound copy prior to the title page.
9. Give one bound copy of the project to the project advisor. Two additional copies of the abstract should be given separately to the project advisor.
10. Following completion of all requirements, the CI 298 advisor/instructor will do the following:
 - Contact the KSOEHD Graduate Programs Office (ED 151) to record the Project grade on the Master's Degree Clearance form (see the Graduate Technician). (Note: The CI 298 advisor is not to enter a CI 298 grade online.)
 - Submit two copies of the Project Abstract to the Graduate Technician. The Graduate Coordinator's Office will place one copy of the student's abstract in the student's record file and one copy in the KSOEHD Abstract Binder where it will be available for review by students, faculty, and other interested parties.
 - Upon receipt of a project grade and two copies of the project abstract from the CI 298 instructor, the Graduate Programs Coordinator (currently, Dr. Susan Tracz) will sign the Master's Degree Clearance form and forward the project grade to the Division of Graduate Studies (DGS) for processing. The DGS will verify that all requirements have been completed and will recommend that the degree be granted. The candidate will initially receive an "RP" ("Report in Progress") grade on his or her grade report. The actual project grade and the degree will generally not appear on the transcript until 1-2 months following the conclusion of the semester. Students needing to be cleared quickly for employment or pay raise purposes can request priority clearance via the MAE-C&I Program Coordinator (currently, Dr. Carol Fry Bohlin). Note: The degree will generally post on the transcript a week or two before the final project grade is posted. When requesting a copy of a final transcript, "Hold for degree and final grade posting" can be included in the request so ensure that the transcript shows the degree and current grades.

- The CI 298 advisor will retain the original bound copy of the project report along with any related physical components that are considered to be a part of the project in his or her office for a period of five years from the date of completion. Should the instructor discontinue his or her position with the university during this time, the Project will be held by the MAE-C&I Program Coordinator.

Note 1: Students who do not complete all project requirements by the end of the semester will need to fill out the **GS Continuation** form located on the following Web site: <http://www.csufresno.edu/gradstudies/forms/frm/zerounitreg.pdf> On the line for "Major," **Education, M.A. - Curriculum & Instruction** should be written. The "Major Code" is **503507MA**. The form and appropriate payment should be mailed or taken to the Dean of the Division of Graduate Studies (currently, Dr. Karen Carey), who will grant permission to register for zero units of continuation credit through the Division of Continuing and Global Education and forward the form and proof of payment to that office.

Note 2: A **Master's Degree Application** form must be turned in with proof of diploma/fee payment within the first two weeks of the semester in which graduation is expected (even if a form and receipt were submitted during a previous semester). This form is available during January (for spring graduation), May (for summer graduation), and August (for fall graduation) from the following web site: <http://www.csufresno.edu/gradstudies/forms/forms.shtml#anchorgrad>

Project Report Specifications

1. Format and Style

The report must be developed according to guidelines specified in the 5th or 6th edition of the *Publication Manual of the American Psychological Association* (<http://www.apastyle.org/pubmanual.html>)

2. Exceptions to APA Format and Style

- Margins – left side: 1 ½"; top, bottom, and right sides: 1"
- Abstract – The abstract must be single-spaced and approximately one page in length (see template on p. 8). The abstract is placed within the bound report prior to the title page. It is not included in the pagination of the report.
- No running heads are to be placed at the top of project pages (just page numbers).
- References – Hanging indentation; single-space within and double-space between references

3. **Font Size and Style** - The entire report must be in the same font and font size. Recommended fonts are Times New Roman (13-pt.), Century Schoolbook (12-pt.), Bookman (12-pt.), Palatino (12-pt.), and similar serif fonts. (This document uses 13-pt. Times New Roman.) Right margins are not to be justified, and boldface type should not be used.
4. The **title page** shall be prepared in accordance with the sample provided on page 9 of this document. It is expected to include the title of the project, the student's name, the semester of completion, and the instructor's name. Although there is no page number typed on the title page, it is considered as Page i.
5. The **paper** required for use in this project must be similar to that currently required for theses. It is to be high quality white paper (at least 25% rag content). Many students select 24- or 28-pound 100% cotton rag paper for their bound projects.
6. One **bound copy** (navy blue hard cover) is required for the project advisor, who is to keep it in his or her office for at least 5 years. Additional copies may be made for the student's personal use. (The Kennel Bookstore offers project binding and gold stamping on the project's front cover and spine. See http://www.auxiliary.com/kbs/printing_guidelines.pdf)

Note: Many CI 298 students find the sample projects and theses, as well as the project template located in the "Curriculum and Instruction Graduate Student Forum" Blackboard Organization, to be quite useful. Thesis templates (which can also be used for projects with some minor adaptations) and tutorials are also very useful and can be found on <http://www.csufresno.edu/gradstudies/thesis/templates.shtml> and <http://www.csufresno.edu/gradstudies/thesis/ttt.shtml>



Advancement to Candidacy Checklist

Master of Arts in Education – Curriculum and Instruction Option

Have you taken at least 9 units of classes in the MAE-C&I graduate program and have at least a 3.0 GPA? Do you know all of the courses you're going to use for your electives? Are you planning to register for your project or thesis next semester? Then you need to fill out and submit your Advancement to Candidacy form to me before the due date of September 28, 2009. To help you make sure that it's accurate and will sail through the approval process, please use the checklist below, and call/email me if you have any questions: carolb@csufresno.edu or 999-3188. ~ Dr. Bohlin

	Download the Advancement to Candidacy (ATC) form for the MAE-C&I degree program at http://csufresno.edu/gradstudies/forms/frm/atc-ed-ci0910.doc
	Type (word process) all information requested on pages 3-4 of the ATC form. The form says "Type or print in ink," but it should just say "Type" (except for your signature).
	Provide your Fresno State student ID number in the "Student ID#" area. (Your ID number can be found on your my.csufresno.edu page.)
	Fill in the "Classified Graduate Standing Attained" term/year if you are confident of the semester/year that you were fully admitted into the program (with any deficiencies remedied). For most of you, that will be the semester during which you entered the program and took your first courses.
	Enter the date that you passed the Graduate Writing Requirement in CI 250. The month and year is close enough. (If you have yet to pass this requirement, leave this space blank.)
	Do not fill in anything in the "Substitutions for Required Courses" section.
	In the "Proposed Program of Courses for the Master's Degree" area, type in the term as Summer, Fall, or Spring, then <Tab> to the Year (2005,...2010), then <Tab> to the Grade. Leave grade areas blank where you haven't received a grade yet. Note: <i>The entire program must be completed within 5 years.</i>
	For your 14 (or more) units of electives, type in the course prefix, number, and title (using as few abbreviations as possible). Indicate "Fresno State" as the institution for both "extended ed" courses taken through the Division of Continuing and Global Education (CGE), as well as for "regular" courses taken here. <i>Important:</i> Be sure that you <u>have not listed</u> (a) any 380T classes, (b) fewer than 30 total units of coursework, (c) more than 9 units of 100-level coursework, (d) more than 6 units of CR/NC courses (if a course has a letter grade option, you must select that option), or (e) more than 9 units of "non-residency" (transfer) coursework (i.e., any courses taken through CGE or at another university).
	Courses taken at another university that you wish to use as transfer coursework have to be able to count toward a graduate degree at that institution. See the instructions on page 2 in the "Transfer Work" section.
	Be sure to use the two sets of "pull down" menus to select (a) CI 285 or CI 288 and (b) CI 298 (Project) or CI 299 (thesis). Once you register for project or thesis, you cannot change to the other culminating experience (although you can petition to modify your ATC form before you register).

Sign and date the form, and turn it in to your Graduate Program Advisor (Dr. Carol Fry Bohlin) to sign and date. She will take it to ED 151 (Maria Elrod), who will check your record (GPA, etc.) and make sure that the form is signed and sent to the Division of Graduate Studies (DGS) for final approval. You will receive a letter from the DGS confirming your advancement or, if your petition is denied, the form will be returned with a letter explaining the problem and how to remedy it.

cfb 8/27/09



M.A. in Education - Curriculum and Instruction Option
 California State University, Fresno

PROJECT/STUDENT INFORMATION FORM

Name:	
Home Telephone Number:	
Cell Phone Number (if any):	
Email Address (Summer, too):	
School:	
Grade(s):	
Subject area (if middle/high school):	
Coursework plan for next semester (CI 298 is Project, CI 299 is thesis; list electives, if any, including independent study-CI 290)	
Possible project (or thesis) topic(s) and areas of interest:	

Questions? Comments?	
-----------------------------	--

* Type your responses to the items above, and then email this page to Dr. Carol Fry Bohlin as an attachment (carolb@csufresno.edu). Please name the file "Project Topic-[Your name]" (e.g., Project Topic-Arne Duncan).

[Semester] [Year] PROJECT PROPOSAL (CI 298)

Degree: Master of Arts in Education (Curriculum and Instruction option)

Student's Name: _____

Telephone: _____ (home); _____ (cell)

Proposed Title:

Rationale for the Project:

Background of the Project:

Anticipated Contribution:

298 Project Advisor: _____

Project Advisor's Signature: _____

ABSTRACT

[PROJECT TITLE: SINGLE SPACE BETWEEN LINES
TYPING IN INVERTED PYRAMID FORM]

[Start typing the abstract text here. The abstract should fit on one page. A blank sheet should precede it and another blank sheet should follow it in the bound project. None of these pages receives a page number. The project title page will follow the blank sheet. The title page doesn't have a page number listed, but it's considered page "i" when numbering the pages prior to the first page of the project's first chapter.]

[Student's Full Name]
[Date (Month, Year)]

[PROJECT TITLE IN CAPS. IF MORE THAN ONE LINE LONG,
USE INVERTED PYRAMID FORM LIKE THIS]

by

[Student's Full Name]

→ 1 1/2"

1" ←

A project submitted to

Dr. [Advisor's Name]

in partial fulfillment of the requirements

for the degree of

Master of Arts in Education, Curriculum and Instruction Option

in the Kremen School of Education and Human Development

California State University, Fresno

[Month] [Year]

