

Master of Arts Degree in Education, Curriculum and Instruction Option .

Student Outcomes Assessment Plan (SOAP)

I. 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.

II. Goals and Student Learning Outcomes

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.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

Core Courses

Objective/ Course	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	PA		S			S	S		PA	P	
CI 275				PA	PA	PA	PA	S	S	S		S	S
CI 285/ ERA 288				S			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.

IV. Assessment Methods

A. Direct Measures (at least three)

- Graduate Writing Requirement Analysis** 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 Analysis** 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.
- Implementation and Evaluation of Teaching Analysis** A random sample of the analyses will be submitted by the instructor for review by a sub-committee of the C&I graduate committee every even year.
- CI 275 Final Exam Analysis** A random sample of the analyses will be submitted by the

instructor for review by a sub-committee of the C&I graduate committee every odd year.

B. Indirect Measures (*Alumni Survey is required*)

- I. **Alumni Survey** A summary of the data from the survey will be submitted for review every five years.

V. Student Learning Outcomes X Assessment Methods Matrix

SLO/ Assessment Method	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
Grad Writing Requirement	X	X											
Comp Exam		X	X	X		X		X			X		
Proj/Thesis								X			X		
Imple/Analysis Teaching				X	X				X				
CI 275 Final Exam Analysis					X	X	X		X	X			
Alumni Survey							X					X	X

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

AY 2012-13

Method 1. Implementation and Analysis of Teaching Assignment Analysis

Method 2. Comprehensive Exam Analysis

AY 2013-14

Method 3. Graduate Writing Requirement Analysis

Method 4. CI 275 Final Exam Analysis

AY 2014-15

Method 5. Alumni Survey

Method 6. Comprehensive Exam Analysis

AY 2015-16

Method 5. Graduate Writing Requirement Analysis

Method 6. Implementation and Analysis of Teaching Assignment Analysis

VII. Process for Closing the Loop

The Graduate Committee will be responsible for collecting and summarizing assessment data each year. Assessment results will be reported to the Chair and to the department. Near the end of each spring semester, an open meeting will be dedicated to reviewing assessment results, determining what changes, if any, the results suggest, and adjusting the next year's assessment activities as needed.

APPENDICES: Rubrics

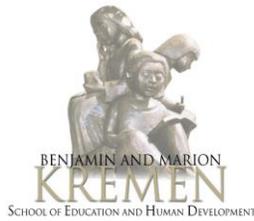
Instructional Project Rubric

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Graduate Writing Requirement Rubric

<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 style 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. The writer fails to demonstrate thoroughness and competence in documentation is not demonstrated. 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.

Thesis and Project Guidelines



• 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.

~ Approved by the C&I Graduate Program Faculty on 11/18/08; Updated on 9/11/09

**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

Goal 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>)

Goal 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>

~ Approved by the C&I Graduate Program Faculty on 11/18/08, updated on 9/11/09



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.

	<p>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).</p>
	<p>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.</p>

cfb 8/27/09

[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)]

CI298 Rubric

The following is the rubric for analyzing the quality of the Master's Project for the Master Arts in Education Degree (Curriculum & Instruction option) at California State University Fresno. The standards developed and the quality indicators should assist both faculty and students understand the components of the Master's Project.

ABSTRACT

(LENGTH 1 PAGE)

Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
<p>a. Meets all format requirements</p> <p>b. 250 words or less</p> <p>c. Single spaced</p> <p>d. Written in past tense</p>	<p>Exceptionally clear and concise summary of the project including findings, conclusions and recommendations.</p>	<p>Provides a brief, clear summary of the project, including description of findings, conclusions, and recommendations.</p>	<p>Does not provide a clear summary of the project, but contains all elements (description, findings, conclusions, recommendations).</p>	<p>Not formatted correctly and /or does not provide a clear summary of the project.</p>

CHAPTER 1 INTRODUCTION TO THE PROBLEM

(TOTAL LENGTH 4-8 PAGES)

Background of the Problem

Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. Literature-based, global background leading to. . . b. Narrow and specific Clear statement of the problem c. The background moves from general to the specific situation of the study d. 3-4 pages in length	Problem statement is professional in its insight, conceptualization and scholarship. Models the language and conventions used in related scholarly/professional literature. Raises important issues or ideals, which may not have been represented in the literature cited.	Clarity contributes to the comprehensibility of the paper. Paper is interesting and holds the reader's attention. Models the discipline's overall journalistic style.	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. Paper lacks consistency and clarity. Significant revisions would contribute to the comprehensibility of the paper.	Clear focus of the paper is lacking. Lack of appropriate clarity makes reading and comprehensibility problematic.

Purpose of the Project				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
<p>a. Clear, succinct, 1 sentence statement of the purpose</p> <p>b. Sentence begins, The purpose of this project is...</p>	The purpose statement provides extraordinary clarity to the reader.	The purpose statement is very clear and succinct.	The purpose statement is fairly clear, but lacks specificity.	The purpose statement lacks clarity or is confusing.
Need for the Project				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
<p>a. Importance or urgency</p> <p>b. Literature-based</p>	The importance of the study is tied to recent literature and is well documented. The section as written would be publishable as written.	The importance of the study is well documented through the literature and is tied to the context of the project.	The importance of the study has some tie to the literature, but is mostly related to the context of the study.	The importance of the study is vague and not tied to relative, recent literature. There is an indication of the importance of the project for the specific context of the study.

c. Importance for the specific context for application c. 2-3 pages in length				
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Summary				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. Briefly summarizes the chapter b. 1-2 pages in length	Briefly summarizes the background, purpose, need, methodology, and limitations, in a clear succinct manner. Includes a brief mention of chapters 2 and 3 as well as the project component.	Provides a clear summary of the entire chapter, providing the reader clarity about the entire project.	Summarizes some or most of the major components, but is not a stand-alone section.	Does not summarize the major components and/or provides little clarity.

CHAPTER 2 REVIEW OF LITERATURE

(10 - 30 PAGES IN LENGTH)

Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
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<p>a. Flows in narrative form, based on issues raised in Chapter 1</p> <p>b. Includes an Introduction and 3-5 major sections</p> <p>c. Provides relevant background to key theoretical perspectives used in approaching the subject and contains no personal opinions</p> <p>d. Is comprehensive, recent, and emphasizes theory and research</p> <p>e. Contains a review of recent research studies</p> <p>f. Opinion pieces are not normally considered research and are not included in literature reviews</p>	<p>In addition to meeting the requirements of "Accomplished," the review is of professional quality and could quite possibly stand alone as a publication in some form of professional media.</p>	<p>The literature review is extensive and thoroughly covers the variables included in the study. Ample research studies are included in the review. The review is well organized with topics clearly delineated with exceptional clarity and presentation of material.</p>	<p>The literature review meets the criteria for Beginning Literature reviews and includes a number of research studies, but could include more.</p>	<p>There is a basic literature review, with minimal inclusion of research studies. The review is organized and the topical progression is apparent.</p>
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CHAPTER 3 METHODOLOGY

(8 - 15 PAGES IN LENGTH)

Purpose of the Study/Hypotheses or Research Questions

Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. 1 sentence statement b. Is the same statement that is presented in Chapter 1 c. Research questions are related to the purpose d. Hypotheses are related to the research question	Thoughtful, meaningful and manageable inquiry into classroom learning or related questions. Context appropriate and clearly explained in relation to focused research questions or hypothesis(es)	Thoughtful and meaningful questions about classroom practices, but may be too broad or specific to be manageable. Context explained in ways that are more general.	General questions about classroom practices. Questions so global or vague that determining appropriate methods is unclear. Context only vaguely explained.	General questions may not relate to classroom practice. Questions are unspecific and not related to improving student outcomes. Context explanation not related to research question(s)/hypothesis (es).

Population and Sample/Method of Selection				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
<p>a. Participants in the study are identified</p> <p>b. Selection of population or sample is presented</p>	<p>Good and clearly specified reasons for choosing subject(s), especially when there are only a few subjects. Choice of instruments, protocols, and observation foci clearly and thoughtfully follow from research questions/hypotheses. Procedures thoughtfully and appropriately devised to facilitate study design.</p>	<p>Some reasons articulated for choosing subject(s), especially when smaller numbers are involved. Choice of instruments, protocols, and observation foci may not be totally appropriate or clearly related to research questions/hypotheses. Procedures are adequately related to study design.</p>	<p>Vague or illogical reasons for choosing subjects, instruments, protocols and observation foci. Procedures are not clearly articulated, not appropriate or only peripherally related to research questions or hypotheses</p>	<p>Poor choice of subjects or reasons not explained. Choice of instruments, protocols, and observations not related to research questions/hypotheses or reasons for choices are not stated. Procedures may interfere with study design and/or intentions.</p>

Instrumentation/Data Collection				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. Discussion of development of instrument b. Discussion of validity and reliability c. Pilot study information d. Data collection methods	Procedures designed to maximize reliability of data and are clearly and precisely articulated. Careful data collection and management that insures accuracy and precision.	Adequate procedures for data collection, though there may be some errors or inaccuracies, they are minor or have been corrected or explained by circumstances outside the researcher's control.	Minimally adequate procedures for data collection. Obvious errors, but some data is correct and accurate. Minimal effort to correct inaccuracies in data collection or management.	Procures poorly defined or interfere with obtaining accurate data. Sloppy data collection and management that may lead to inaccuracies in analysis. Lack of attention to and concern for precision and accuracy as evidenced by obvious errors in data entry, transcription gaps or nonspecific descriptions of observations.
Limitations				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. Discusses restrictions on generalization to other contexts	Clearly identifies all limitations of the study and a clear, comprehensive explanation of each.	Identifies limitations of the study. Extensive explanations are lacking.	Identifies some limitations of the study. Explanations are incomplete or lacking.	Limitations are not identified.

CHAPTER 4 RESULTS

(7 - 12 PAGES IN LENGTH)

Results/Analyses and Presentation

Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. Results presented with tables/figures where appropriate b. Results are documented with evidence provided by the data collection and analyses	Accurate and appropriate results that address the research questions or hypotheses, thoughtful interpretation of results including following APA format, technically and visually clear and informative.	Mostly accurate and appropriate results related to research questions or hypotheses, reasonable interpretation, APA format generally followed, adequate technically and visually clear and informative.	Some accurate and appropriate results related to the research questions or hypotheses. Questionable interpretation, sloppy APA format, some technical problems or visuals unclear.	Inaccurate and inappropriate results that may not refer back to research questions or hypotheses, interpretation may not follow from results or results may be over-interpreted. APA format in not followed, many technical problems or visually misleading.

CHAPTER 5 CONCLUSIONS

(7 - 12 PAGES IN LENGTH)

Conclusions, Implications, and Recommendations

Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
<p>a. What can be concluded as a result of the Findings?</p> <p>b. Given what was learned and concluded, what action is recommended?</p>	<p>Provides a very clear introduction to the entire chapter</p> <p>Writing style follows research style closely, flows well and is eloquent throughout</p> <p>Findings are clearly demonstrated and linked to the research</p> <p>Conclusions are logical, well-justified, and linked to the findings</p> <p>Recommendations are clear, follow logically from the findings and conclusions</p>	<p>Provides a clear introduction to the chapter</p> <p>Writing styles follows research style and flows well throughout</p> <p>Findings are demonstrated and linked to the research</p> <p>Conclusions are logical and linked to the findings</p> <p>Recommendations are clearly linked to the findings and conclusions</p>	<p>Presents the chapter satisfactorily</p> <p>Writing style is appropriate for the research project</p> <p>Findings are clearly linked to the research</p> <p>Conclusions are logical and linked to the findings</p> <p>Recommendations are linked to the findings and conclusions</p> <p>Formatting is correct</p>	<p>Introduction does not present the chapter clearly</p> <p>Writing style is inappropriate for research project (APA style, written in 3rd person, citations, no pronouns, clarity, flow, etc.)</p> <p>Findings are not linked to the research</p> <p>Conclusions are not linked to the findings nor are they logical</p> <p>Recommendations are not linked to the findings and conclusions</p> <p>Formatting (headings, margins, page numbering, and so on) is incorrect</p>

Style and Format				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. APA style and department guidelines for project format used	In addition to meeting the requirements of "Accomplished," the Project models the language and conventions used in scholarly and professional literature. The project would mostly meet the guidelines for a professional publication.	While there may be minor errors in APA format and citations, the document demonstrates thoroughness and competence in documenting sources. The style and format contribute to the comprehensibility of the Project.	Mostly follows APA, citations mostly correct. Fair use of paraphrasing. Good organization and use of topical headings throughout the project/paper.	The Project mostly follows APA conventions. Citations are mostly correct, however, there may be more direct quotations than citations using paraphrasing techniques.

Overall Conceptualization and Organization				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
<p>a. Common themes are used for organization of the paper/project</p> <p>b. The organization of the paper follows the department guidelines</p>	<p>In addition to meeting the requirements for "Accomplished," excels in the organization and presentation of ideas related to the topic. 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.</p>	<p>Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Transitions and organizational structures such as subheading are used which help the reader move from one point to another.</p>	<p>While the paper represents the major requirement, it is lacking in substantial ways. Overall, the content and organization needs significant revision to represent a critical analysis of the topic. Writing does not flow smoothly from point to point; lacks appropriate transitions.</p>	<p>Content is poorly focused and lacks organization. The reader is left with little information about, nor understanding of the paper topic.</p>

Mechanics				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)

<p>a. The paper is written with proper grammar, sentence structure, punctuation and other writing conventions</p>	<p>In addition to meeting the requirements of "Accomplished," the Project is essentially error free in terms of mechanics. The transitions used help establish a sound scholarly argument and aid the reader in following the logic of the writer.</p> <p>In addition to meeting the requirements for "Accomplished," the paper is error free in terms of mechanics. Would meet the guidelines for an APA publication.</p>	<p>The writing conventions included enhance the readability of the paper and is well connected from point to point. Transitionally structures are in place, and topics and subtopics are appropriately used.</p> <p>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. While there may be minor errors, APA conventions for style and format are used consistently throughout the paper.</p>	<p>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. While some APA conventions are followed, others are not.</p>	<p>The writing conventions used assist comprehension of material. The paper mostly demonstrates a smooth flow from point to point.</p> <p>Paper contains numerous errors in spelling, grammar, and/or sentence structure, which make the following of the logic of the paper extremely difficult. APA conventions are not followed.</p>
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PROJECT COMPONENT				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
<p>The project component is either</p> <p>a. a separate document or artifact developed as the final result of the project (such as a handbook, video, or other artifact)</p> <p>or,</p> <p>b. a separate, short document usually synthesizing the major findings, conclusions and recommendations to be used in communicating the project's results.</p>	<p>The project component is completely stand-alone and is a valuable addition to the project.</p> <p>a. and b. The component or artifact is exceptionally well presented and complements the project beyond expectations expressed in the project.</p>	<p>The project component is stand-alone</p> <p>a. The purpose of the component is clear and fulfills all requirements set forth in the project.</p> <p>b. The document is well-written and clearly communicates the results of the project.</p>	<p>a. and b. The project component barely able to stand-alone, and leaves many questions as to purpose.</p>	<p>a. and b. The component or artifact is not a stand-alone document.</p> <p>It does not complement the project in a meaningful manner.</p>