

**California State University, Fresno (2008-2012)**  
**Section A-1**  
**Contextual Information**

**Master of Arts in Teaching (MAT) –Curriculum and Instruction**

California State University, Fresno is one of 23 universities in the California State University system. Fresno State began as a normal school in 1911 and has a strong history of service and preparation of education professionals. Fresno State's last joint visit (NCATE/CCTC) was in March 2006. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 programs.

The Master of Arts in Teaching (MAT) is an online degree designed to provide advanced study in curriculum and instruction, particularly with respect to multicultural, social justice education (MSJE) to credentialed teachers (K-12). Its mission is to ground practicing teachers in theory and research of MSJE, help them develop and understanding of the historical and cultural dimensions of schooling from MSJE perspectives, and assist them in applying what they know to improve curriculum and instruction and, consequently, student achievement. The MAT program design emphasizes the following:

- Knowledge derived from classroom, school, or community-based action research
- The value of a multicultural, social justice education (MSJE) perspectives on teaching/learning among teachers
- The instructional value of technology, particularly with respect to MSJE teaching/learning
- The professional growth of the graduate student, particularly with respect to MSJE teaching/learning.

The MAT program is unique in a number of ways: (1) it is an online master's degree, the first at CSU Fresno; (2) all coursework is in professional education, offered by the Kremen School of Education and Human Development (KSOEHD); (3) it operates as a cohort with multicultural, social justice education and classroom, school, or community-based action research as its central themes; (4) it is a 3-semester program beginning each fall semester and concluding the following fall semester; and (5) of the 30-units of professional coursework in the MAT, 9-units may be transferred in from accredited credential and graduate programs in education. The MAT Program Coordinator serves as program advisor for all of the students in the program.

All students in the MAT take the following core courses in the 3-semester program: CI 240 (Social Justice and the Multicultural Classroom), CI 241 (Teaching for Equity and Justice in the Multicultural Classroom: Practice into Theory), ERA 243 (Research on Teaching in the Diverse Classroom: Quantitative and Qualitative Methods), CI 245 (Investigating Classroom Practice in the Multicultural Classroom: Practitioner Research), CI 246 (Action Research in the Multicultural Classroom: Capstone Project and Dissemination), and CI 260 (Critical Pedagogy) for those students choosing a Comprehensive Examination for their Culminating Experience; CI

298 (Action Research Project) for those choosing a Project as their Culminating Experience; or CI 299 (Action Research Thesis) for those choosing a Thesis as their Culminating Experience.

From the program’s inception fall 2005 until fall 2008, the MAT program experienced some “growing pains” because: (1) it was the first online master’s degree in the KSOEHD; (2) it had three different program coordinators, the first two having no formal connections to the program, including teaching responsibilities; (3) the program faculty during its first few years did not necessarily have background or expertise in MSJE and/or action research; and (4) only one Culminating Experience was offered, the CI 298 Project option. Consequently, the program’s graduate students had little choice over how to match their professional trajectory with a variety of culminating options.

Beginning fall 2008, the online MAT became much more stable, primarily because: (1) the 3<sup>rd</sup> program coordinator assumed primary responsibility for re-designing the core courses in the program based on the data in the program’s first Biennial Report; (2) he then taught many of the program’s courses after re-designing them; (3) he developed professional development modules on online teaching/learning, MSJE, and action research that program faculty were able to consult, if they lacked background and expertise in these areas; (4) he fostered stabilization/organization of the program through development of a database/ communication system to track and regularly advise/mentor all MAT students in order to improve student retention and student perception of program success/satisfaction), and expansion (active recruitment of strong students through Provost's scholarships, communication with partnership districts about new opportunities for cohort development).

<b>Curriculum &amp; Instruction Program Candidate Information</b>		
<b>Year</b>	<b>Number of Candidates Admitted</b> (100% of applicants)	<b>Number of Completers/Graduates And</b>
2008-2009	46	46
2009-2010	25 (capped)	24
2010-2011	29	28
2011-2012	18	In Process
		<b>81% female; 3% African-American; 29% Latino/a, 7% Asian-American)</b>

<u>Changes Since Commission Approval of Current Program Document</u>	<u>Date</u>
<ul style="list-style-type: none"> <li>• New Program Coordinator</li> </ul>	May 2008
<ul style="list-style-type: none"> <li>• 5 new course faculty for Cohort 6a and 6b (23 graduates in each section) who began the program fall 2008. Each new faculty participated in the professional development modules designed by the new program coordinator.</li> </ul>	Summer 2008
<ul style="list-style-type: none"> <li>• New Blackboard Organization to Support MAT Graduate Students and Faculty established.</li> </ul>	Summer 2008

- Continue to update MAT Student Database for course tracking and regular communication/advising. Ongoing
- Continue to nominate students for Provost's Graduate Scholarships and Graduate Student Research Merit Awards. Ongoing
- Recognition of MAT Graduates with 3.9 and 4.0 GPAs: Provide Honor Cords to wear during the Graduate Hooding Ceremony Ongoing
- Revised Exit Surveys Fall 2008
- Revised Employer Surveys Fall 2008
- Revised Alumni Surveys Fall 2008
- Approved Proposal for 3 Options for the Culminating Experience: Project, Thesis, and Comprehensive Exam Fall 2008
- Course Syllabi revision based on assessment of student learning outcomes, course evaluations, etc. Ongoing
- Program and Course student learning outcomes revision based on Culminating Experiences (e.g., results of the Comprehensive Examination, quality of Action Research Projects and Action Research Theses). Ongoing
- Program faculty publish an article on the MAT, "Action Research for Critical Classroom and Community Change," in Steinberg, S. R., & Cannella, G. S. (2012). *Critical Qualitative Research Reader*. NY: Peter Lang. Spring 2012
- Developed new Student Outcomes Assessment Plan (SOAP) for current Cohort 7 who graduate Fall 2012. Spring 2012

**California State University, Fresno (2008-2012)**  
**Section A-2**  
**Candidate Assessment/Performance & Program Effectiveness Information**

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**Master of Arts in Teaching (MAT) –Curriculum and Instruction**

**A. Candidate Assessments the program uses to and through recommending degree**

**List 4-6 Key Assessments** (not admissions data)

1. Program Decision Points Data
2. Graduate Writing Requirement
3. Comprehensive Examination, Action Research Project, Action Research Thesis
4. Program and course evaluations
5. New Student Outcomes Assessment Plan (SOAP)

**Summary of Data**

1. Program Decision Points Data -- The table below summarizes decision points data for the MAT program. In it, we track the number of students admitted in 2007-08 (Cohort 3), 2008-09 (Cohort 4), 2009-10 (Cohort 5), 2010-11 (Cohort 6), and 2011-12 (Cohort 7) with regard to whether they have passed the graduate writing requirement, advanced to candidacy, successfully completed their comprehensive examination, action research project, or action research thesis and have graduated during the four years this report covers, 2008-2012.

**MAT Program Candidate Information**  
**for Matriculating and Graduating as of Summer 2008 (Progress Chart)**

Year Admitted, Graduated (3-Semesters)	Admitted	Passed Graduate Writing Requirement	Advanced	Comprehensive Exam, Project, or Thesis Completed (CE, P, T)	Graduated (On Time, Late)
2007-2008	24	24	24	0, 24, 0	23, 1
2008-2009	48	45, then 48	47	31, 16, 0	45, 2 (I Drop)
2009-2010	25	24, then 25	25	18, 7, 0	24, 1
2010-2011	28	28	27	18, 9, 0	27 (I Drop)
2011-2012	18	15, then 18	In process	In process	In process

2. Graduate Writing Requirement -- One of the requirements for advancing to candidacy in the MAT, incorporated within CI241 the second semester in the program, is to successfully meet the graduate writing requirement, where each student identifies a current issue of interest concerning multicultural, social justice curriculum or instruction, locates and reads related literature, and writes a scholarly paper 8-10 pages in length reviewing the literature and drawing conclusions about the issue. The student's writing must 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.

A Scoring Rubric has been developed to provide guidance to both students and faculty. The student receives a score on each of following three sub-scales: Style and Format, Mechanics, and Content and Organization. Scores 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. The instructor of CI 241 is the primary evaluator of each student's writing. When the instructor determines that the student meets the criteria (achieves a score of 3 in each area of the rubric), the process is considered completed. If the instructor believes the student's writing to be deficient in one or more areas, the paper is referred to the Review Committee and is evaluated by the committee as a whole. The Review Committee consists of 2 graduate faculty in addition to the instructor. If the committee determines that the student meets the criteria, the process is considered completed and the chair of the committee would notify the Program Coordinator that the student has demonstrated writing proficiency.

If the reviewers determine that the student has not demonstrated competence in written English, the student would be required to remediate writing skills. The appropriate methods for remediation is determined in conjunction with the Review Committee and monitored by the student's Graduate Advisor. Following remediation, the student would submit a letter to the Graduate Advisor outlining the steps taken to improve writing proficiency and requesting that he or she be allowed to redo the writing assessment. With the concurrence of the advisor, the student would be allowed to redo the writing assignment on a different topic. The new writing sample is then evaluated by the Review Committee and the decision of the committee considered final.

A student may pass CI 241 but fail the graduate writing assessment. This assessment must be passed before the student is allowed to advance to candidacy. As is clear in the table above,

all of the MAT students who have entered the program since fall 2008 (Cohort 4) have eventually passed the graduate writing requirement.

### 3. Culminating Experience: Comprehensive Examination, Action Research Project, or Action Research Thesis

#### **Comprehensive Exam Format:**

Integration of the multicultural, social justice and action research themes of the MAT and a “test prep” component is included in CI260, Critical Pedagogy (4 units) taken the third and final semester of the program by those choosing the comprehensive exam option as their culminating experience. The comprehensive exam is a 3-4 hour, open book short essay exam consisting of case studies, simulations, teaching vignettes video, action research studies, before/after lesson preparation, etc. which reflect multicultural, social justice curriculum/ instruction/learning components and which students are asked to analyze, critique and perhaps present individually or in groups.

As indicated in the table above, of the 48 students admitted to Cohort 4, 2008-2010, 31 students (66%) successfully completed the Comprehensive Examination option and graduated on time; of the 25 students admitted to Cohort 5, 2009-2010, 18 students (66%) successfully completed the Comprehensive Exam and graduated; of the 28 students admitted to Cohort 6, 2010-2011, 18 students (66%) successfully completed the Comprehensive Examination and graduated on time.

#### **Action Research Project:**

The Master of Arts in Teaching (MAT) action research project is a significant professional undertaking that extends over the course of the master's program, culminating in a written document that demonstrates originality and independent thinking and meets the standards for master's projects in the Kremen School of Education and Human Development. It investigates a contextualized problem related to improving student learning and should have a multicultural, social justice theme. The project must be informed by and based upon relevant literature.

The final written product must include project justification, research question(s), literature review, methodology (quantitative and/or qualitative design), findings, conclusions, recommendations, and action plan. The document describes an iterative process of implementation and reflection.

The recommended format for an MAT project is four chapters. An overview of each of the chapters is included below:

#### Chapter 1 – Statement of Problem/Introduction

This chapter describes the problem and a rationale for the project. It contains a central research question and supporting questions. This chapter answers the question: Why is this project significant and valuable for me and for others?

## Chapter 2 – Literature Review

In this chapter, the project is situated in the literature. The literature reviewed should provide a background for the study. Related research, theory, and practical applications provide the rationale for the way the research was designed. The literature selected should be significant and clearly related to the topic. Primary sources are preferred, although a blend of primary and secondary sources is typical. The literature review provides the framework for the design of the research (Chapter 3) and the conclusions/reflections (Chapter 4). It answers the question: How does this project relate to studies that have already been done?

## Chapter 3 – Action Research Methodology and Results

This chapter describes the details of the project, describing the action research design and details of data collection and analysis. Formal and/or informal assessment instruments should be administered and the results evaluated. This chapter answers the questions: What did I do to design and implement this action research? What did I find out?

## Chapter 4 – Conclusions/Action Plan

This chapter presents an answer to the research question(s) and is the place to put thoughts, opinions, and conclusions. This chapter evaluates the findings and analyzes what the findings mean in relation to previous studies, as well as discusses the relevance and impact of the findings on your professional growth and classroom instruction. An important component of this chapter is an action plan, describing actions that could be taken as a result of the findings. It answers the question: How is what I found out important to me and to the larger educational community?

## References

All of the articles, books, Web sites, etc., cited in the project report are included in the reference section. The references should be formatted using APA style.



[Diagram from p. 20 of Mills, G.E. (2007). *Action research: A guide for the teacher researcher* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.]

## Appendix

The appendix will include a variety of materials. For a project that includes a product, the product may be put here or it may be included in a separate format. Data collection tools, raw data, student work, transcripts of interviews, lists of additional resources, or other relevant materials may be included to contribute to the reader's understanding of the project.

As indicated in the table above, of the 24 students admitted to Cohort 3, 2007-2008, all 24 students had completed their Action Research Project and graduated as of the writing of the first Biennial Report; of the 46 students admitted to Cohort 4, 2008-2009, 16 students (33%) completed the Action Research Project and graduated; of the 25 students admitted to Cohort 5, 2010-2011, 7 students (33%) completed their Action Research Project; and of the 28 students admitted to Cohort 6, 2010-2011, 9 students (33%) successfully completed their Action Research Project.

### **Thesis Format:**

The recommended format for an MAT thesis is five chapters. An overview of each of the chapters is included below:

#### Chapter 1 – Introduction

This chapter describes the problem and provides a rationale for the thesis. It answers the question: Why is this thesis significant and valuable for me and for others? Chapter 1 provides a context for the unique problem or issues examined, describes the setting, states the purpose, describes the need for the 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 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 thesis is thoroughly situated in the literature. The literature reviewed should provide a background for the project thesis. Related research, theory, and practical applications provide the rationale for the way the 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 thesis (Chapter 3), the results and findings (Chapter 4), and the implications of the study and resultant action plan (Chapter 5). It answers the question: How does this thesis relate to studies that have already been done and make a unique contribution? (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 action research design, including the research questions, null hypotheses if relevant, description of the participants (demographic data), instrumentation (assessments, etc.), procedure (how the action research design was executed, how data were collected, etc.), and data analysis techniques (a description of the mixed methods, quantitative/qualitative 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 action research? (Chapter 3 is usually 8-15 pages in length.)

### Chapter 4 – Results/Findings

In this chapter, the results of the study are described. 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 in my unique action research study?

### Chapter 5 – Conclusions and Action Plan

This chapter includes a summary of the action research study, as well as the findings. This chapter discusses and analyzes what the results mean in relation to previous studies and in terms of an action plan for a next cycle. Limitations are identified, implications are discussed, and recommendations for further research through an action plan are presented. It answers the question: How is what I found out (or developed) important to me and to the larger educational community? What is my next step or action plan?

### 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. 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 thesis.

As indicated in the table above, no students in the MAT have chosen the Action Research Thesis option since it was first offered as a Culminating Experience option fall 2009.

## **B. Addition information collected on completer performance and program effectiveness**

### **List additional tools used**

Exit Survey – MAT students in Cohort 4, Cohort 5, and Cohort 6 received exit surveys (e.g., program evaluations, course evaluations) internally from the MAT Program Coordinator or from the Division of Graduate Studies' exit survey. These data are summarized in the appendices that follow in this section: Appendix A (Cohort 4a and 4b, 2008-2009), Appendix B (Cohort 5, 2009-2010), and Appendix C (Cohort 6, 2010-2011).

## **Appendix A**

### **Exit Survey Data**

**Cohort 3, 2007-2008 – Cohort 6, 2010-2011**



**EXIT SURVEY RESULTS**  
**Master of Arts in Teaching (MAT) Program**  
**California State University, Fresno • Fall 2008**

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All MAT Cohort 3 students who intend to graduate in May 2009 ( $n = 18$ ) completed the Exit Survey created by the CSUF Division of Graduate Studies. The results were compiled and are presented below by the MAT Program Coordinator (raw data available upon request).

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**Sex:** Females - 16; Males - 2

**Ethnicity:** American Indian - 1; African American - 1; Hispanic - 3; Caucasian - 10; Other - 1

**Marital Status:** Married - 13; Single - 5;

**Children living at home?** Yes - 4; No - 4; No response - 10

**Age when you began graduate program:** 20-29 - 8; 30-39 - 3; 40-49 - 4; 50+ - 2

**Undergraduate degree received from:** Fresno State - 4; Another CSU - 7; UC - 1; **Other:** Fresno

Pacific (1); Santa Clara (1); Mills College (1); ; St. Mary's (1); Wesleyan (1); Kalamazoo College (1)

### Future Plans

**Location of current or anticipated employment:**

Fresno/San Joaquin Valley - 5

In California, but outside of the Valley - 13

Do you expect the research techniques you learned to be a specific part of your employment?

Frequently - 13                      Occasionally - 5                      Not at all - 0

**Have you applied, or will be applying, to a doctoral program?**

Definitely yes - 1; Definitely no - 9; Likely, but not sure - 8; Currently in doctoral program - 0

**GRADUATE PROGRAM EVALUATION**

Please evaluate the following aspects of your graduate experience so far. The scale is 5=Superior, consistently exceeds your expectations; 4=Above average; 3=Average, meets expectations; 2=Marginal; 1=Poor, did not meet expectations (NA = Not Applicable).

**Evaluate: Department (Program Level)**

Curriculum

- Relevance and currency of course content to your career
- Curriculum content at advanced level
- Availability of courses
- Opportunities for relevant creative and/or research activity
- Quality of internship/professional practicum/other professional experiences
  
- Improvement of your knowledge and skills

**Results:**

Rating	Relevance	Content Adv	Course Avail	Creative/Res.	Prof Exper.	Knowl/Skills
1 (poor)						
2 (marginal)						
3 (average)	1	1				
4 (above ave.)	6	4	2	4	2	4
5 (superior)	10	112	14	13	11	13
NA			1		4	

### Department/Faculty

- Program coordinator/adviser's knowledge about degree requirements/ deadline
- Guidance from graduate faculty/adviser in coursework planning
- Faculty commitment to your graduate success
- Provision of stimulating scholarly environment
- Quality of faculty classroom instruction

#### Results:

Rating	Coordinator	Planning	Grad Success	Environment	Instruction
1 (poor)					
2 (marginal)		1			
3 (average)		1	1	1	1
4 (above ave.)		3	5	5	6
5 (superior)	17	12	11	10	9
NA				1	1

### Department/Faculty (continued)

- Availability of graduate faculty for consultation and advice
- Thesis/ project advising to date (if applicable)
- Timeliness of processing forms in your program/ department office
- Career/job opportunity advising
- Provision of timely feedback in your work

#### Results:

Rating	Availability	CI 298	Form	Job Advising	Timely
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		Advising*	Processing		Feedback*
1 (poor)		1			
2 (marginal)		4			
3 (average)	2	2	2	1	3
4 (above ave.)	4	6	7	2	9
5 (superior)	10	2	8	4	5
NA	1			10	

\* Areas of concern

### Facilities

- Laboratory/field research equipment
- Library resources
- Overall quality of facilities, including classroom and distance instruction

Results:

Rating	Equipment	Library *	Facilities
1 (poor)			
2 (marginal)			
3 (average)			
4 (above ave.)	1	3	5
5 (superior)	2	12	8
NA	14	2	4

### Evaluate: Graduate Office (DGS)

- Quality of assistance of DGS staff
- Availability of DGS staff
- Access to forms (Classification, Advancement, Degree Clearance)
- Timeliness of communication follow-up
- Communications and notification of information

Results:

Rating	DGS Staff Quality	DGS Staff Availability	Access to Forms	Timely Follow-up	Communic. of Information
1 (poor)				1	1
2 (marginal)				2	
3 (average)	1		3		1
4 (above ave.)	4	5	2	5	5
5 (superior)	7	7	11	8	8
NA	5	5	1	2	1

### Evaluate: Overall Experience

- Value of your graduate education in relation to cost of degree
- Overall quality of your academic graduate experience
- Decision to attend Fresno State

#### Results:

Rating	Value of degree in relation to cost	Quality of Graduate Experience	Decision to attend CSUF
1 (poor)			
2 (marginal)			
3 (average)	1	1	1
4 (above ave.)	5	3	3
5 (superior)	11	13	13
NA			

### Evaluate: Overall Experience (continued)



**1. Would you recommend California State University, Fresno to others for graduate education?      Yes - 18      No - 0**

**Why?**

- ~ I had a wonderful experience
- ~ Fresno State offered me the opportunity to complete challenging, engaging program
- ~ The MAT is perfect for working professionals
- ~ The MAT is a great program and Dr. Bohlin is awesome!
- ~ Fresno State offers a quality education
- ~ It is convenient and interesting
- ~ Relevant, doable for a full time teacher to complete quality program
- ~ The online program is good if you are working and have a family
- ~ The accessibility of the online program
- ~ The program advisor and most of the professors were informative.
- ~ Quality instruction
- ~ Overall the majority of the staff and faculty were extremely helpful and informative.

**2. What was the most notable aspect of your graduate education?**

- ~ All of the education and time.
- ~ Online forum-becoming familiar with technology.
- ~ The most notable aspect of my graduate experience was the opportunity to read extensively.
- ~ Connections to advisors and most professors - advisor, Dr. Bohlin, is incredibly supportive.
- ~ I love the online! I feel like I have learned so much more than ever before.
- ~ The most notable aspect of my graduate education was the ability to participate in a learning community.
- ~ The work I did was mostly interesting and applied to my work.
- ~ Learning about online resources and new software technology that I could actually use.
- ~ Graduate program advisor - Dr. Carol Bohlin. She is informative, easy to work with.
- ~ Dr. Carol Bohlin was an amazing director and she made me deal with all of my work.
- ~ The experience has been wonderful. Most notable would be Dr. Bohlin and Dr. Harris.
- ~ The research projects gave me an in depth insights to guide my instruction.
- ~ Dedication of faculty members.
- ~ Quality instruction and support.
- ~ One of my professors went above and beyond what I believe to be her duties.

**3. Suggestions for improving the quality of your graduate program:**

- ~ N/A
- ~ More opportunities to interact with fellow students in other programs.
- ~ Ok, this is the entire CSU System: Every CSU class needs to have students using APA Style.

- ~ More professors like Dr. Bohlin and eliminate professors who give no feedback.
- ~ My project advisor really hasn't been all that helpful or involved but maybe it's me.
- ~ The program would be better if the faculty were more diverse and the textbooks more diverse.
- ~ Prompt feedback from all faculty members.
- ~ Make sure all instructors give clear feedback in a timely manner.
- ~ Courses taken prior to entering the graduate program should not affect the GPA.
- ~ Courses taken prior to grad school with a low GPA shouldn't count in overall GPA.
- ~ None
- ~ Communication from Graduate Studies office to individual departments needs to be faster.
- ~ Review all professors regularly.
- ~ Almost everyone was (as I mentioned above) committed to me and my success.
- ~

~ Prepared by Walter J. Ullrich, MAT Program Coordinator, Nov. 2 2008

## **Cohort 4, Fall 2008-2009**

### Teaching

Would you recommend California State University, Fresno to others for graduate education? Why or why not?

- Yes. Convenient online MAT program.
- Yes. It's a great program for working teachers.
- Yes. Online option.
- Yes. Excellent online Master of Arts in Teaching program.
- Yes. Excellent program, excellent educators, excellent communication.
- Yes. Program director and coordinator and instructors are knowledgeable.
- Yes. Partnership with Calstate Teach Program.
- Yes. Online availability.
- Yes. It was informative and manageable.
- Yes. Great pacing and extremely relevant to CA classroom instruction.
- Yes. Online availability.
- Yes. It is cheaper.

- Yes. Great experience with faculty and advisers.
- Yes. Online convenience, rigorous, and meaningful readings and assignments.
- Yes. Economical, knowledgeable faculty.
- Yes. Accessible faculty and diverse curriculum.
- Yes. The online MAT program is rigorous and meaningful but not impossible for those committed to it.
- Yes. Flexibility, program course curriculum, time frame, transfer units, cost.
- Yes. Online availability.
- Yes. Excellent program competitive fees.
- Yes. The pace was good, online access allowed me to complete my degree.
- Yes. Family friendly program.
- Yes. I enjoyed my experience.
- Yes. Distance learning, inexpensive.
- Yes. It was challenging and efficient/useful.
- Yes. Online availability.
- Yes. The activities are meaningful/distance learning option.
- Yes. Faculty is very knowledgeable and have my interests at heart.
- Yes. It was an extremely rewarding experience.
- Yes. Affordable, good online discussions, I learned a lot.
- Yes. Online coursework is manageable for full-time teachers.
- Online program good for teachers.
- Yes. Good support, high quality advisors
- Yes. MAT program directly addressed my concerns about social justice in education.
- Yes. Low cost.

What was the most notable aspect of your graduate education?

- Working relationship with peers.
- Dr. Ullrich is amazing!
- The online interactivity between students in Blackboard. Students shared their educational points of view from school districts around the state.
- The curriculum and instructors were so motivating. I now would like to pursue my as a result of this program.
- Consistent application of theory to practice and projects. The distinct focus on social justice and multiculturalism. Cohort communication too!
- Exposure to research process.
- Content focus.
- Excellent methods for research.
- Mini action research process.
- The content focus.
- Very good selection of academic literature and multicultural activities. Helped prepare me for a new year.
- Learning about conducting and interpreting research and data.
- Great tools for research.
- The instructors were readily available and accessible for any questions or concerns.

- ☑ My teaching ability and communication skills with students is improved!
- ☑ Online education in conjunction with working full time allowed me to do work at flexible times. Great communication from professors.
- ☑ The professors! Dr. Bohlin, Dr. Ullrich, Mr. DeVogd.
- ☑ Pre-project work. My study on environmental racism was eye opening.
- ☑ Content focus social justice.
- ☑ MAT program improved my teaching, transformed my thinking.
- ☑ Collaborating using technology.
- ☑ I was able to work on group assignment with fellow teachers on things I was doing in my classroom.
- ☑ The learning experience.
- ☑ The interaction with peers through technology.
- ☑ Relates to my career.
- ☑ I liked the social justice theme of my program.
- ☑ The instructors provided timely and worthwhile feedback on all assignments.
- ☑ Professors were willing to work with flexible schedules and quick to respond to inquiries I may have had.
- ☑ Orientation/advisement excellent entry into program.
- ☑ Professors Harris, Tracz, Alamillo, and Fry Bohlin. The group work of Dr. Harris and Dr. R. Bohlin (challenging/useful).
- ☑ The reading and homework usually related directly to my students.
- ☑ Quality of entire program.
- ☑ Dr. Carol Bohlin, she has been so helpful and made me successful in the program.
- ☑ Learning about multiculturalism
- ☑ As stated above, current educational policy seems—in my opinion—to ignore issues relating to social injustices. My program taught me how to deal with it.
- ☑ What I gained from my project.
- ☑ I liked the feeling of being a part of a small learning community in the MAT program although the courses were taken online.

Suggestions for improving the quality of your graduate program:

- ☑ I had a grading issue with Dr. Hart and got no support to resolve a .01 so .89 became a B on my record.
- ☑ Excellent program! My teachers were great. Can not think of any areas for improvement.
- ☑ Was extremely content. Keep up the great job!
- ☑ Trying online conferences.
- ☑ Use pilot programs at beginning of a cohort, not in last semester of program.
- ☑ Better communication.
- ☑ Allow for later payment of tuition. We are teachers. Most of us are unemployed in the summer.
- ☑ None needed!
- ☑ Greater variety of courses—some repeated information and skills learned in a previous course.
- ☑ Kremen graduate technician has bad attitude. Lecture DVDs might be nice when appropriate.
- ☑ Option to immediately enter EdD program after completion.

- Some teachers were far better than others in regards to posting assignments, comments, and grades. I think there should be a two-week grace period for teachers to get work back to students.
- Financial aid is hard to get a hold of; perhaps an advisor to help find grants, etc.
- Only qualitative not quantitative research.
- I had a lot of support from professors, especially when starting my lit. review. I had much less support for my project. I wish I would have known I needed to be more independent on my project.
- If possible, instructor feedback being quicker, this should be a model for teachers... feedback must be timely!
- Teachers of the courses need to recognize that we are working full time and have families in addition to the course work. Sacrificing our family isn't an option!
- Dr. Harris was not supportive. I did not feel that she worked with all students equally.
- Two professors could have been more responsive to their students and more challenging in their coursework.

DATA NOT GATHERED FALL 2010 for COHORT 5

### **Cohort 6, 2010-2011**

Would you recommend California State University, Fresno to others for graduate education? Why or why not?

- Yes. Overall great experience.
- Yes. Accessibility and convenience.
- Yes.
- Yes. The MAT program is fantastic. It is stimulation and challenging
- Yes.
- Yes. Convenience and responsible staff
- Yes. Even with the increase in fees, it's a great value for the quality of education received
- Yes. Convenient, interesting, and quality
- Yes. Very accessible online courses
- Yes. Nice that I can do it from home without living in the area
- Yes. Challenging and fulfilling. Cost effective
- Yes. It was affordable, convenient, and very relevant
- Yes. Professor's commitment to my success. I felt extremely supported throughout the whole process
- Yes. Excellent instructors
- Yes. Effective online education
- Yes. I had an excellent learning experience and was able to apply it in the classroom.
- Yes. Convenience, quality of program low cost.

What was the most notable aspect of your graduate education?

- ☑ Dr. Ulrich's support, organization content was valuable for the classroom.
  - ☑ The materials we evaluated. The readings/ resources were great. Walter Ulrich was fantastic, helpful, clear in his instructions. He is truly outstanding!
  - ☑ Research and reading others action research study
  - ☑ I would say that the instructors did an excellent job in creating a sense of communication in allowing us to interact with and learn from our instructors and our cohort
  - ☑ Ability to apply learning directly to our working classroom, action research!
  - ☑ Excellent feedback from instructors, program provided many opportunities to use experiences in the classroom
  - ☑ Research skills honored
  - ☑ I loved that it was online. So I could work on assignments at my convenience without set schedules
  - ☑ None. It was OUTSTANDING; I have grown very much from the experience.
  - ☑ Instructors who cared, helped and made learning enjoyable
  - ☑ Excellent professors who were always available and helpful
  - ☑ Fulfilling and relevance's to my situation
  - ☑ The perspective and expertise of faculty
  - ☑ The professors in the MAT were wonderful and while the work was quite ambitious, I always felt like I had support and guidance.
  - ☑ Development of my research skills.
- 
- ☑ Keep up the good work because the program you provide is top quality and very official and accessible to educators for informing our instruction. I thought your kind of feedback was awesome and right on track!
  - ☑ For being an online program, more resources should be done online (application, etc.) too many extra forms and extra fees!
  - ☑ The website for students is not user friendly (myfresnostate)
  - ☑ Provide faster feedback from CSU Fresno main office/ administration
  - ☑ Dr. Ullrich and Dr. Goodman were excellent and I appreciate all they did to help. Dr. Ullrich was there when questions arose and, because he gave us several ways to reach him, he was very accessible. He is definitely an asset to CSUF!
  - ☑ Collaboration between instructors involved in one semester for assignment alignment.
  - ☑ Yes. Accessibility and convenience. Overall great experience.

**California State University, Fresno (2008-2012)**  
**Section A-3**  
**Analysis of Candidate Assessment Data**

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**Master of Arts in Teaching –Curriculum and Instruction Option**

**ANALYSIS OF INFORMATION IN SECTION A-2**

The section above contains charts and commentary regarding the primary candidate assessments used by the MAT program. In addition, students in the MAT program received Provost's Graduate Scholarships and Graduate Student Research Merit Awards. The NCATE review in 2006 was highly complimentary of the program based on student focus group interviews.

Graduate Writing Requirement -- 98% of the MAT students met this requirement in CI 241. The remaining 2% passed the GWR on their second attempt.

Advancement to Candidacy – The attrition rate in the MAT is less than 1% since the program's inception in 2005. Advancement to Candidacy is nearly 100% for the years covered in this report, 2008-2012.

Culminating Experience: Comprehensive Examination, Action Research Project, and Action Research Thesis – Since the approval of all 3 options for the Culminating Experience for the online MAT fall 2008, the MAT has had a 100% success rate on the Comprehensive Examination and at least 2 students have produced award-winning projects in Cohort 4, Cohort 5 and Cohort 6. In addition, an article examining the action research process by Cohort 5 students was published by program faculty spring 2012.

Student Outcomes Assessment Plan (SOAP): 2005-2008

A snapshot of the SOAP used to assess whether the MAT students met the program's student learning outcomes is provided below. Obviously, the instruments identified in this SOAP were the primary means of assessment and evaluation in the MAT.

Mission Statement

The mission of the Master of Arts in Teaching (MAT), as distinguished from the Master of Arts in Education (MAE) in the Department of Curriculum and Instruction, focuses specifically on applied advanced study in multicultural, social justice curriculum, instruction, and evaluation in K-12 classrooms. While many of the theoretical and research skills included in a conventional master's program are part of the online MAT, the program emphasizes practitioner-oriented knowledge, skills and dispositions necessary to improve education in K-12 schools and close the achievement gap in the state's public schools.

Learning Goals and Objectives

The MAT is designed to develop knowledge, skills and dispositions in the following areas: Curriculum, Instructional Strategies, Assessment, and Leadership consistent with multicultural, social justice education. Accordingly, woven

throughout these four primary topics are the importance of action research-based knowledge, a multicultural and social justice perspective, technology as a tool, and professional growth.

***Goal 1: CURRICULUM***

Prepare curricular and instructional leaders with knowledge of curriculum development, implementation, and evaluation in multicultural, social justice education.

**Objective 1.1:** Graduates will identify important theoretical and research-based characteristics of well-developed curricula and use them to analyze curricula in multicultural, social justice education.

**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 multicultural, social justice curriculum.

***Goal 2: INSTRUCTIONAL STRATEGIES***

Prepare professionals with the ability to analyze and implement effective instructional strategies, including technology, in multicultural, social justice education.

**Objective 2.1:** Graduates will use learning and instructional theories and research findings to analyze instructional practices in multicultural, social justice education.

**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 for multicultural, social justice education.

**Objective 2.4:** Graduates will reflect on the consequences of their own philosophy and practices for planning and instruction in multicultural, social justice education.

***Goal 3: ASSESSMENT***

Prepare professionals with an understanding of a broad range of assessment strategies and the ability to use assessment to inform instruction consistent with multicultural, social justice education.

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

**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 in multicultural, social justice education.

***Goal 4: LEADERSHIP***

Foster the skills and dispositions necessary to become educational leaders in multicultural, social justice education.

**Objective 4.1:** Graduates will communicate research-based arguments for educational issues, policies, or research design in multicultural, social justice education.

**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 consistent with multicultural, social justice education.

Master of Arts in Teaching (MAT): Curriculum and Instruction  
Goals and Objectives Chart

	<b>Theory/Research</b>	<b>Multicultural Perspective</b>	<b>Technology as a tool</b>	<b>Professional Growth</b>
<b>Goal 1: Curriculum</b> Knowledge of multicultural, social justice curriculum development, implementation, and evaluation.	1.1: Identify important theoretical and research-based characteristics of well-developed curricula and use them to analyze curricula in multicultural, social justice curricula.	1.2: Identify historical and contemporary issues that have implications for multicultural, social justice curricular selection and change.	1.3: Identify ways technology can facilitate the goals of multicultural, social justice curriculum.	
<b>Goal 2: Instruction</b> Analyze and implement effective instructional strategies, including technology, in multicultural, social justice education	2.1: Use learning and instructional theories and research findings to analyze instructional practices in multicultural, social justice education.	2.2: Implement instructional strategies that facilitate learning for all students.	2.3: Develop techniques for utilizing technology as an instructional tool for multicultural, social justice education.	2.4: Reflect on the consequences of their own philosophy and practices for planning and instruction in multicultural, social justice education.
<b>Goal 3: Assessment</b> Understanding of a broad range of assessment strategies and the ability to use assessment to inform instruction consistent with multicultural, social justice education	3.1: Evaluate various forms of research and/or evaluation used to document students' learning, teaching effectiveness, curricula, and programs in multicultural, social justice education.	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 in multicultural, social justice education.	
<b>Goal 4: Leadership</b> Skills and dispositions to become educational leaders in multicultural, social justice education	4.1: Communicate research-based arguments for educational issues, policies, or research design in multicultural, social justice education.	4.2: Become advocates for educational reforms that meet the needs of all students.		4.3: Assume leadership roles and utilize resources in their professional community consistent with multicultural, social justice education.

### **What learning outcomes did you assess this year?**

Spring 2012 was spent re-conceptualizing the program's learning outcomes and SOAP for implementation with the newly admitted Cohort 8 who begin the 3-semester MAT fall 2012. The program's coordinator, Walter J. Ullrich, co-authored a book chapter on the use of action research in the MAT with a former faculty in the program [Goodman, G., Ullrich, W. J., & Nava, P. (2012). Action research for critical classroom and community change. In Cannella, A., & Steinberg, S. (Eds.). *Critical Qualitative Research Reader*. (pp. 390-407). Peter Lang].

Specific Learning Outcomes assessed during 2011/12 for Cohort 6 (who graduated fall 2011) and Cohort 7 (who began the program fall 2011) are identified below with an asterisk (\*). Each Goal section concludes by succinctly identifying the instruments used, findings with respect to learning outcomes assessed, and changes made in the program based on these data. Finally, 3 new faculty, Dr. Laura Alamillo, Dr. Jyothi Bathina, and Dr. Stephen Hart, assumed full responsibilities for the MAT with Cohort 7, who began the program fall 2011.

#### **Goal 1: CURRICULUM**

- Prepare curricular and instructional leaders with knowledge of curriculum development, implementation, and evaluation in multicultural, social justice education through mixed methods, action research.
  - \*Learning Outcome 1.1: Graduates will identify important theoretical and based characteristics of well-developed curricula and use them to analyze curricula in multicultural, social justice education.
  - \*Learning Outcome 1.2: Graduates will identify ways technology can facilitate the goals of multicultural, social justice curriculum.
1. Instruments included critically reflective assignments and posts, problem-based papers, and mixed methods research modules in CI240 and ERA243 (Cohort 7, fall) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall).
  2. Data indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements. Two Cohort 6 students received outstanding project awards.
  3. Course syllabi for CI240, ERA243, CI246, CI260, and the program's culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

#### **Goal 2: INSTRUCTIONAL STRATEGIES**

- Prepare professionals with the ability to analyze and implement effective instructional strategies, including technology, in multicultural, social justice education through mixed methods, action research.
- \*Learning Outcome 2.1: Graduates will use learning and instructional theories and research findings to analyze instructional practices in multicultural, social justice education.
- \*Learning Outcome 2.2: Graduates will implement instructional strategies that facilitate learning for cognitively, ethnically, culturally, and linguistically diverse populations.

\*Learning Outcome 2.3: Graduates will develop techniques for utilizing technology as an instructional tool for multicultural, social justice education.

\*Learning Outcome 2.4: Graduates will reflect on the consequences of their own philosophy and practices for planning and instruction in multicultural, social justice education.

1. Instruments included critically reflective assignments and posts, case study and video critiques, and action research critiques in CI241 and action research mini-study in CI245 (Cohort 7, spring) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall).
2. Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 6 students received outstanding project awards. Another received the outstanding student award from the KSOEHD.
3. Course syllabi for CI241, CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

### **Goal 3: ASSESSMENT AND EVALUATION**

- **Prepare professionals with an understanding of a broad range of assessment and evaluation strategies and the ability to use assessment to inform instruction consistent with multicultural, social justice education and through mixed methods, action research.**

\*Learning Outcome 3.1: Graduates will utilize technology to assist in the assessment of teaching and learning in multicultural, social justice education.

1. Instruments included critically reflective assignments and posts, case study and video critiques, and action research critiques in CI240, CI241, and action research mini-study in CI245 (Cohort 7, spring) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall).
2. Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 6 students received outstanding project awards. Another received the outstanding student award from the KSOEHD.
3. Course syllabi for CI240, CI241, CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

### **Goal 4: LEADERSHIP**

- Foster the skills and dispositions necessary to become educational leaders in multicultural, social justice education and mixed methods, action research.

\*Learning Outcome 4.1: Graduates will communicate research-based arguments for educational issues, policies, or research design in multicultural, social justice education.

\*Learning Outcome 4.2: Graduates will become advocates for educational reforms that meet the needs of all students.

1. Instruments included an action research mini-study in CI245 (Cohort 7, spring) and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall)

2. Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 6 students received outstanding project awards. Another received the outstanding student award from the KSOEHD.
3. Course syllabi for CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

New Student Outcomes Assessment Plan (SOAP) – A re-conceptualization of the program’s learning outcomes and student learning outcomes occurred during the program coordinator’s sabbatical, spring 2012. This SOAP will be piloted with the current Cohort 7 who graduate fall 2012 and the new Cohort 8 who begin the program fall 2012. Copies of the SOAP are available on request.

### Mission

The overarching goal of the online Master of Arts in Teaching is to prepare candidates become inclusive teachers and critically reflective, equity-oriented educators who are familiar with multiple ways of framing issues and concerns related to teaching, skilled in using research to inform and improve their own practice, and strong in communicating with a wide variety of constituencies, including those who speak a language other than English. Consequently, the program contributes directly to the needs of our democratic schools and society.

Consistent with the mission and vision of CSU Fresno and the KSOEHD outlined above, the online MAT has developed a set of learning outcomes delineated below. The program’s core courses as well as assessment components have been constructed around these seven learning outcomes.

#### **(1) Critical Questioner:**

Students will express a critical, questioning perspective (i.e., identify, describe, and analyze) about diverse theoretical paradigms about teaching, learning and school reform, including those generated by marginalized groups, which situate schooling in a larger historic and political context.

This means that:

- Students use broad undergirding epistemological perspectives (i.e., positivism, phenomenology, narrative, emancipatory knowledge) to critically interpret what people say about teaching, learning, and school reform.
- Students compare and contrast "mainstream" perspectives about teaching and learning with those generated by members of marginalized groups.
- Students use their own personal and professional experience as a foundation to articulate their own perspectives about teaching and learning issues.
- Students situate (identify, place, and interpret) specific school issues in larger sociological contexts defined by complex historical and contemporary relations of race, ethnicity, language, social class, and gender.

#### **(2) Scholar Activist:**

Students will search, navigate, and critically consume (read, analyze, and use) educational research.

This means that:

- Students use electronic search processes to locate appropriate resources.
- Students show familiarity with a range of important journals, including research journals.
- Students evaluate the appropriateness of different research methods for the particular question being asked and research design.

- Students describe how different research designs broaden or narrow both the questions and the findings.
- Students can critique epistemological assumptions of multiple research paradigms.
- Students can read, evaluate, and use articles that report both quantitative and qualitative research.

**(3) Mixed Methods Action Researcher/Qualitative and Quantitative:**

Students will use, apply, design, and implement research to bring about change and make improvements in their own professional environment.

This means that:

- Students can describe the main features of action research.
- Students can identify a focused problem related to education, and formally propose a reasonable research process for investigating and acting on that issue.
- Students can design and carry out an applied action research study, project or thesis.
- Students can communicate the completed study, project, or thesis both orally and in written or electronic form.
- Students can identify and use the main features of relevant research design.
- Students can reflect on the process of their research and progress toward change as a result of their research

**(4) Critically Reflective, Equity-Oriented Practitioner:**

Students will demonstrate their knowledge of and ability to use the most appropriate culturally responsive and inclusionary practices that support complex and challenging learning and development of all pupils.

This means that:

- Students identify, demonstrate and advocate for what it means to teach well in a pluralistic, global context.
- Students actively work to strengthen own practice through reflection and continuing professional and personal development.

**(5) Clear Communicator:**

Students will communicate clearly and effectively orally, in writing, and online and in their action research studies, projects or thesis in a manner that is clear and commands professional attention.

This means that:

- Speaking, writing, and online communication are free of distracting errors.
- Writing and oral communication are organized clearly.
- Forms of communication are appropriate to the topic and audience.
- Conventions of using the work of others are employed correctly and ethically.
- Online posts, action research, etc. shows polish and attention to detail.

**(6) Technological Navigator:**

Candidate will use technology critically to access information, to communicate, and as a means of curricular and pedagogical support for higher level thinking.

This means that:

- Students assess the value of technology in relation to the needs of pupils, the values that the technologies communicate, and the relevance to pupil learning.
- Students make decisions about technologies based on ways in which those technologies aid, limit, or hinder the learning process.
- Students use technologies in creative and innovative ways while representing the substance of content being explored.
- Students develop explorative and creative educational applications of technology.

- Students use multiple forms of technology for a range of purposes (e.g., communication, presentation, curriculum development, locating information, organization and classroom management, problem solving, learning support, current technological applications).

**(7) Social justice collaborator:**

Students will work with communities of practice on behalf of social justice.

This means that:

- Students connect with parents and communities.
- Students have socio-cultural consciousness; that is, they recognize that the way people perceive the world, interact with one another, and approach learning, among other things, are deeply influenced by such factors as race/ethnicity, social class, language, and disability. This understanding enables students to cross cultural boundaries that separate them from their students, families, and surrounding communities.
- Students develop their own pupils’ critical consciousness.
- Students build democratic participation inside and outside of school.

Candidates in the online Master of Arts in Teaching (MAT) are admitted as a cohort and together take a prescribed sequence of courses including an equity-oriented research core and equity-oriented curriculum and instruction core. The MAT capstone or Culminating Experience options include a Comprehensive Examination, a Project or a Thesis. The coursework and associated assessment system is outlined below.

**MAT Coursework**

The entire MAT program is 30 units with up to 9 units transferrable from accredited post-credential or master’s degree programs. Coursework consists of two main components that parallel the two major groups of learning outcomes: a research core and a curriculum and instruction core. One course from each core component is taken each semester in the 3-semester program and reflects a developmental, spiral curriculum moving from Introducing (I) to Refining (R) to Mastery (M) of the program and student learning outcomes.

**Coursework, Signature Assignments and Learning Outcomes**

MAT Course	*Assignments and Signature Assignments Embedding MAT Learning Outcomes	MAT Learning Outcome(s) Introduced, Refined, and/or Met in Course
CI 240 Social Justice and the Multicultural Classroom (Fall, Semester 1)	Educational Life History/Personal Teaching Metaphor  Race-Ethnicity/Social Class/Gender Autobiography  OR  Bibliography of Cultural/Social Justice Resources: Annotated Bibliographies  OR  Case Study Dialogue with a Child, Adolescent, Parent or Community Member	(I) Critical Questioner (I) Critically Reflective, Equity-Oriented Practitioner (I) Clear Communicator (I) Scholar Activist (I) Technological Navigator

	<p>Interview and Case Study Observation of Another Equity-Oriented Teacher</p> <p>Developmentally Appropriate Learning Environment Unit Rationale</p> <p>OR</p> <p>School Outcomes Paper: Closing the Achievement Gap</p> <p>*Weekly quizzes on readings *Weekly Reading Responses, case study analyses, etc.</p> <p>*Final exam incorporates foundations: history, philosophy, and politics.</p> <p>*Electronic portfolio addresses LOs and CSTPs at I levels</p>	
<p>ERA 243 Research on Teaching in the Diverse Classroom: Quantitative and Qualitative Methods (Fall, Semester 1)</p>	<p>Unit Modules on Mixed Methods research strategies:</p> <ol style="list-style-type: none"> <li>1. Service Learning as Social Justice</li> <li>2. Service Learning as Participatory Action Research</li> <li>3. Planning SL Project</li> <li>4. Research Formulation Stage: Selecting an Issue, Reviewing Research, and Developing Questions</li> <li>5. Research Design Stage: Mixed Methods, Research Paradigms, and Research Procedure</li> <li>6. Research Design Stage: Designs, Sampling, Schemes and Ethics</li> <li>7. Data Stage: Collection Procedures and Instruments</li> <li>8. Data Stage: Quantitative, Qualitative, and Mixed Analysis Procedures</li> <li>9. Data Stage: Interpretation, Reliability, and Validity</li> <li>10. Drafting an Action Research Proposal</li> </ol> <p>Annotated Research Article Summaries</p> <p>Preliminary Literature Review on an MSJE topic</p> <p>*Weekly quizzes on readings</p> <p>*Weekly Reading Responses, case study analyses, etc.</p>	<p>(I) Mixed Methods, Action Researcher (I) Scholar Activist (I) Social Justice Collaborator (I) Clear Communicator (I) Technological Navigator</p>

	<p>*Electronic Portfolio addresses LOs and CSTPs at I levels</p>	
<p>CI 241 Teaching for Equity and Justice in the Multicultural Classroom: Practice into Theory (Spring, Semester 2)</p>	<p>Literature Circles, Cooperative Learning, Democratized Assessment, etc. case study</p> <p>Set of writings addressing how you decide what knowledge is most worth teaching and learning, given various issues, dilemmas, and constraints.</p> <p>Case study of the development of your thinking as reflected in DB postings, Assignments, etc.</p> <p>Design for assessing student learning that uses "backward planning" and connects authentic assessment with accountability forms of assessment.</p> <p>MSJE Teaching Examples paper and multimedia presentation</p> <p>OR</p> <p>Integrated Curriculum Unit</p> <p>Curriculum analysis and critique, using guide in <u>Turning on Learning</u>.</p> <p>Find out how some students your unit is written for think about and understand an issue or concept that they unit you develop will address.</p> <p>Curriculum concept paper discussing how a concept you plan to teach can be viewed from perspectives of historically marginalized intellectuals, based on your readings from some of the new scholarship in ethnic studies, women's studies, disability studies, or other critical studies.</p> <p>Unit that implements a model of MSJE curriculum construction, along with a MSJE Lesson &amp; Multimedia Presentation</p> <p>*Weekly quizzes on readings</p> <p>*Weekly Reading Responses including case study critiques</p> <p>*Final exam situated in Sleeter and Grant's 5 approaches and case studies reflecting the approaches.</p>	<p>(R) Critical Questioner  (R) Scholar Activist  (R) Critically Reflective, Equity-Oriented Practitioner  (R) Clear Communicator  (R) Social Justice Collaborator  (R) Technological Navigator</p>



	*Electronic Portfolio illustrating key LOs and CSTPs at R level	
CI 245 Investigating Classroom Practice in the Multicultural Classroom: Practitioner Research (Spring, Semester 2)	<p>Unit Modules on Action Research</p> <ol style="list-style-type: none"> <li>1. Module 1: Variables</li> <li>2. Module 2: Qualitative Data Analysis</li> <li>3. Module 3: Quantitative Descriptive Data Analysis</li> <li>4. Module 4: Quantitative Data Analysis: Inferential Statistical Tests</li> <li>5. Module 5: Presenting Results</li> </ol> <p>*Weekly quizzes on readings</p> <p>*Weekly Reading Responses, case study analyses, etc.</p> <p>*Electronic Portfolio illuminating R of LOs and CSTPs</p>	<p>(R) Mixed Methods, Action Researcher  (R) Critically Reflective, Equity-Oriented Practitioner  (R) Scholar Activist  (R) Social Justice Collaborator  (R) Technological Navigator</p>
CI 246 Action Research in the Multicultural Classroom: Capstone Study and Dissemination (Fall, Semester 3)	<p>Action Research Study in multimedia presentation</p> <p>Creation of MAT action research program website</p> <p>Creation of links to an annotated bibliography of MSJE action research studies nationwide</p>	<p>(M) Critical Questioner  (M) Scholar Activist  (M) Critically Reflective, Equity-Oriented Practitioner  (M) Mixed Methods, Action Researcher  (M) Clear Communicator  (M) Technological Navigator  (M) Social Justice Collaborator</p>
CI 260 Critical Pedagogy (Fall, Semester 3, Comprehensive Examination Option)	<p>Equity-Oriented Position Papers:</p> <ol style="list-style-type: none"> <li>1. Foundations of American Schooling</li> <li>2. Practice of Teaching to Change the World</li> <li>3. Context of Teaching to Change the World</li> </ol> <p>*Weekly quizzes on readings</p> <p>*Weekly Reading Responses, case study analyses, etc.</p> <p>*Electronic Portfolio illuminating R/M of LOs and CSTPs</p> <p>**Comprehensive Examination addressing M levels of LOs and CSTPs</p>	<p>(M) Critical Questioner  (M) Scholar Activist  (M) Mixed Methods, Action Researcher  (M) Reflective Practitioner  (M) Clear Communicator  (M) Technological Navigator  (M) Social Justice Collaborator</p>
CI 298 MAT Project	MAT Project	<p>(M) Critical Questioner  (M) Scholar Activist</p>

OR CI 299 MAT Thesis (Fall, Semester 3, Project or Thesis Option)	MAT Thesis	(M) Mixed Methods, Action Researcher (M) Critically Reflective, Equity-Oriented Practitioner (M) Clear Communicator (M) Technological Navigator (M) Social Justice Collaborator
<b>I = Introduced</b> <b>R = Refined</b> <b>M = Mastered</b>		

New Exit, Alumni, and Employer surveys will be developed and piloted during 2011-12.

**California State University, Fresno (2008-2012)**  
**Section A-4**

**Use of Assessment Results to Improve Candidate & Program Performance**

**Master of Arts in Teaching (MAT)–Curriculum and Instruction**

<b>Specific Objective</b>	<b>Strategies/Tasks</b>	<b>Person(s) Responsible</b>	<b>Date</b>
<i>Update and revise the MAT Program SOAP</i>	<ul style="list-style-type: none"> <li>- Hold regular meetings to review and revise the SOAP to reflect candidate dispositions and review/update program goals and student learning outcomes.</li> <li>- Review content of courses and align with the program goals and student learning outcomes.</li> </ul>	Program Coordinator and program faculty	By Summer 2012
<i>Develop new assessments of student learning outcomes.</i>	<ul style="list-style-type: none"> <li>- MAT faculty meet to develop a new Exit Survey, Employer Survey, and Alumni Survey that align with program goals and objectives.</li> <li>- The new assessments will be administered and the results included in the next report.</li> </ul>	Program Coordinator and program faculty	By Summer 2012
<i>Develop proposal for adding a Thesis and Comprehensive Exam options for the Program's Culminating Experience</i>	<ul style="list-style-type: none"> <li>- MAT Coordinator and faculty to develop proposals for these two culminating experience options; once approved, develop comprehensive exam protocol</li> </ul>	MAT Program Coordinator and faculty	Proposals by Fall 2008; protocols developed by Summer, 2009
<i>Revise and expand guidelines for the Project and Thesis options of the Culminating Experience.</i>	MAT graduate faculty will review current project guidelines and develop more detailed guidelines and expectations that will be shared with faculty and students. Development of a scoring rubric will be explored.	Program Coordinator and program faculty	By Spring 2009