

Master of Arts Degree in Education – Curriculum and Instruction Option

Department of Curriculum and Instruction
Kremen School of Education and Human Development
California State University, Fresno

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 curricular and instructional leaders who have the skills and motivation to foster positive change in ethnically and culturally diverse settings, and to promote continuing professional growth.

Learning Goals and Objectives

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

Goal 1: CURRICULUM

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

- Objective 1.1: Graduates will identify important theoretical and research-based characteristics of well-developed curricula and use them to analyze curricula.
- Objective 1.2: Graduates will identify historical and contemporary issues that have implications for curricular selection and change, including, but not limited to, second language learners, developing a global perspective, state and national standards, and “workplace know-how.”
- Objective 1.3: Graduates will identify ways technology can facilitate the goals of the curriculum.

Goal 2: INSTRUCTIONAL STRATEGIES

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

- Objective 2.1: Graduates will use learning and instructional theories and research findings to analyze instructional practices.
- Objective 2.2: Graduates will implement instructional strategies that facilitate learning for cognitively, ethnically, culturally, and linguistically diverse populations.
- Objective 2.3: Graduates will develop techniques for utilizing technology as an instructional tool.
- Objective 2.4: Graduates will reflect on the consequences of their own philosophy and practices for planning and instruction.

Goal 3: ASSESSMENT

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

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

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

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

Goal 4: LEADERSHIP

Foster the skills and dispositions necessary to become educational leaders.

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

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

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

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

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

List of Elective Courses (14 units):

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

CI 210	Current Issues and Trends in Mathematics Education (3 units)
CI 212	Mathematics Education in the Primary Grades (3 units)
CI 213	Mathematics Education in the Middle Grades (in development, 3 units)
CI 225	Integration of Technology Across the Curriculum (3 units)
CI 227	Current Issues and Trends in Educational Technology (3 units)
CI 229	Designing Virtual Realities for Education (3 units)
CI 230	Planning and Implementing Innovative Technology Programs (3 units)
CI 236	Advanced Multicultural Education (in development, 3 units)
CI 260	Reflective Teaching (3 units)
CI 265	Professional Practice in Teaching (new course, currently 280T, 3 units)
CI 270	Investigating Classroom Practices (new course, currently 280T, 3 units)
CI 280T	Advanced Topic (1 to 3 units; up to 9 units total on different topics)
CI 290	Independent Study (1 to 3 units; up to 6 units total)

Other possible electives:

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

MA in Education: Curriculum and Instruction Option

Goals and Objectives Chart

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

Objective by Course Matrix

Required Courses:

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

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

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

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

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

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

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

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

Assessment Plan: Curriculum and Instruction Program

Timeline for Development

2000-2001	Graduate Writing Requirement (Goals 1 & 4) (Appendix 1)
2001-2002	“Analysis of Classroom Teaching” assignment (Goal 2)
2002-2003	Project/Thesis Guidelines and Evaluation (Goals 1-3)
2003-2004	Focus Group (Goals 1-4) Alumni survey (Goals 1-4)
2004-2005	Employer Survey (Goals 1-4) “Assessment” assignment (Goal 3)

Development and Implementation

2000-2001

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

2001-2002

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

2002-2003

- Develop more specific project/thesis guidelines and evaluation procedures (Appendix 3). These guidelines will increase the consistency of the projects and theses across advisers and make it possible to evaluate our students’ performance related to the four major goal areas: curriculum, instructional strategies, assessment, and leadership (Goals 1-4).

- The C&I graduate committee is responsible for the development of these guidelines and evaluation procedures. The C&I graduate coordinator is responsible for disseminating the guidelines to advisors and students. Advisors are responsible for having students follow the guidelines and evaluating their projects/theses.

2003-2004

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

2004-2005

- Develop and disseminate an Employer Survey to assess employers' evaluation of our graduates, related to the goals and objectives. The Employer Survey will be conducted every three years.
 - The C&I graduate committee will be responsible for the development and dissemination of this survey.
- Develop "Assessment" assignment to meet Goal 3. Pilot test in appropriate course.
 - The C&I graduate committee will be responsible for developing an assessment assignment and selecting (or developing) the course (or courses) in which it will be used.

Collection of Assessment Data for Program Review

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

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

- Alumni Survey
 - A summary of the data from the survey will be submitted for review in the years conducted.
- Employer Survey
 - A summary of the data from the survey will be submitted for review in the years conducted.
- Assessment Assignment
 - A summary of the class data on this assignment will be submitted by the instructor for review each year.

Timeline for Data Collection and Review

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Writing Sample	*	*	*	*	*	*
Project/Thesis	*	*	*	*	*	*
Teaching assignment	*	*	*	*	*	*
Focus Group		*			*	
Alumni Survey			*			*
Employer Survey				*		
Assessment Assignment					*	*

Appendices

Appendix 1. Graduate Writing Requirement

Appendix 2. Graduate Writing Requirement Scoring Rubric

Appendix 3. Project/Thesis Guidelines

Appendix 1

Graduate Writing Requirement Policy Master of Arts Degree in Education Curriculum and Instruction Emphasis

In keeping with the California State University, Fresno's Graduate Writing Requirement, all students in the MA in Education, Curriculum and Instruction Emphasis Program must demonstrate competence in written English prior to applying for advancement to candidacy. Students will have the opportunity to demonstrate writing proficiency within CI 250, Advanced Curriculum Theory and Analysis, one of the required courses for the program. The program faculty recognizes the importance of having students demonstrate writing competence early in their programs. Accordingly, graduate faculty will advise students to complete CI 250 during the first or second semester of program enrollment.

Overview

Candidates for the Master of Arts Degree in Education, Curriculum and Instruction emphasis, will meet the University requirement for demonstrating graduate-level competence in written English by satisfactory completion of a scholarly analysis of a current issue related to curriculum and/or instruction. This assessment will be completed as part of the course requirements for CI 250, Advanced Curriculum Theory and Analysis. Writing competency will be assessed using a 4-point scoring rubric. To demonstrate competency, the student must score a 3 in each of three areas: Style and Format; Mechanics; and Content and Organization. The writing sample will be evaluated by graduate faculty. Inability to demonstrate competence will necessitate remediation which may require (but not be limited to) additional course work, experiences in the Writing Center, tutoring and/or independent study. The student must demonstrate writing competence before advancement to candidacy.

Writing Requirement

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

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

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

- 4 - Exemplary
- 3 - Accomplished
- 2 - Developing

1 - Beginning

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

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

Faculty Evaluation of Writing Proficiency

The instructor of CI 250 will be the primary evaluator of each student’s writing. When the instructor determines that the student meets the criteria (achieves a score of 3 in each area of the rubric), the process will be considered completed. For each section of CI 250, the instructor will forward to the program coordinator a list of students enrolled and the status of their writing competence. The program coordinator will forward this information to the School of Education graduate chair and the Graduate Studies Office. A record of each student’s writing proficiency status will be placed in the student’s file.

If the instructor believes the student’s writing to be deficient in one or more areas, it will be referred to the Review Committee and evaluated by the committee as a whole. The Review Committee will consist of 2 graduate faculty in addition to the instructor. The decision of this committee will be considered final. If the committee determines that the student meets the criteria, the process will be considered completed and the chair of the committee will notify the program coordinator that the student has demonstrated writing proficiency.

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

Selection of the Writing Review Committee

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

Alternative Administration of the Graduate Writing Assignment

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

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

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

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

Appendix 2

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

<u>Scoring Level</u>	<u>Style and Format</u>	<u>Mechanics</u>	<u>Content and Organization</u>
4 - Exemplary	In addition to meeting the requirement for a "3," the paper is consistent with APA throughout. Models the language and conventions used in related scholarly/professional literature. Would meet the guidelines for an APA publication.	In addition to meeting the requirements for a "3," the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer's logic.	In addition to meeting the requirements for a "3," the paper is organized in a way that is related to the issues or ideas being presented. Well-cited. Well-organized. Further research is needed.
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 of the paper. Topic is focused. Content is relevant and logically organized. Scholarly and interesting. Attention to detail. Summary is clear.
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 meets the requirements, it is not focused. The ideas are weak or poorly developed. Some ideas are related but ignored or overlooked. Overall, the paper needs significant revision. A critical analysis is needed.
1 - Beginning	APA conventions are not followed. Fails to demonstrate thoroughness and competence in documentation. Lack of appropriate style and format make reading and comprehensibility problematic.	Paper contains numerous errors in spelling, grammar, and/or sentence structure that make following the logic of the paper extremely difficult.	Analysis of the topic is superficial. Professional and inadequate. Lacks organization and lacks coherence. Left with little understanding.

Appendix 3

POLICIES AND PROCEDURES FOR 298/PROJECT

Policies and Procedures for 298/Project is used as a reference for students who are beginning work on their graduate project. It is also used by 298 instructors and other faculty who will be involved in teaching, advising, or providing other forms of professional assistance.

One of the culminating experiences offered as a requirement for completion of a Master of Arts/Science Degree program in the Kremen School of Education and Human Development is a 298 Project. A project consists of a significant undertaking, appropriate to a field of education. It may take on a variety of forms depending of the subject area of focus. Please refer to the project course descriptions.

Two separate components are required for completion of 298/Project: the Project Report, and the Project Component. Specific details for each requirement are as follows:

The Project Report

Students will organize his/her project report in the following sections.

Abstract – The abstract consists of a concise summary of the essential content of the completed project. For specifications required for writing the abstract, see attached document.

Chapter One – The Problem – This section sets the stage for the project, presents justification, and informs the reader of the nature and scope of the problem. Typically, it includes the following parts:

1. The context or background of the project.
2. Description of relevance and importance of the project.
3. Purpose of the project.
4. Theoretical or practical implications of the project.

Chapter Two – Review of the Relevant Literature – The review of relevant literature demonstrates the relationship between project and current thinking in the field. The review is integrated and critiqued. References are cited in the text of the review as well as at the end of the project report.

Chapter Three – Summary – This section presents a review of the project report along with conclusions, recommendations and implications suggested by the author.

Reference List – Use APA styleguide to prepare the reference list.

The Project Component

The Project Component must be developed within unique specifications or guidelines required in the framework of a given degree in counseling, education, or special education. Project Component requirements specified for each degree program have been formulated for the purpose of providing the student with guidelines pertaining to the scope and content recommended for the project. They are provided in the catalog course descriptions for programs housed in each department and are described under each degree as follows:

Master of Arts Degree in Education

Option: *Administration and Supervision*

Course Title: EAD 298/Project (4)

Course Description: Prerequisite: Advancement to candidacy for the master's degree; B average on XX units of the master's program including ERF 220. A project consists of a significant undertaking appropriate to graduate study in education. An approved proposal is required for enrollment. Approved for SP grading.

Option: *Curriculum and Instruction*

Course Title: CI 298 Project in Curriculum, Teaching and Education Technology (4)

Course Description: Prerequisite: Advancement to candidacy for master's degree; B average on 24 units of the master's program including ERF 220. A project consists of a significant undertaking appropriate to education such as the development of curricula and instructional materials, educational policy, educational theory, and educational technology. An approved proposal is required for enrollment. Approved for SP grading.

Option: *Early Childhood Education*

Course Title: LEE 298B/Project – Early Childhood Education (4)

Course Description: Prerequisite: Advancement to candidacy for master's degree; B average on 24 units of the master's program including ERF 220. A project consists of a significant undertaking appropriate to education such as the development of curricula and instructional materials, intervention programs, studies of policy related to early childhood education and educational theory. An approved proposal is required for enrollment. Approved for SP grading.

Option: *Reading/Language Arts*

Course Title: LEE 298B/Project – Literacy (4)

Course Description: Prerequisite: Advancement to candidacy for master's degree; B average on 24 units of the master's program including ERF 220. A project consists of a significant undertaking appropriate to education such as the development of curricula and instructional materials, intervention programs, studies of policy related to reading and literacy and educational theory. An approved proposal is required for enrollment. Approved for SP grading.

Master of Arts Degree in Special Education

Course Title: SPED 298/Project (4)

Course Description: Prerequisite: Advancement to candidacy for the for master's degree; B average on 24 units of the master's program including ERF 220. A project consists of a significant undertaking appropriate to special education such as the development of intervention programs, and computer software. An approved proposal is required for enrollment. Approved for SP grading.

Master of Science Degree in Counseling

Option: *Counseling and Student Services*

Course Title: COUN 298/Project (4)

Course Description: Prerequisite: Advancement to candidacy for the master's degree; B average on 24 units of the master's program including ERF 220. A project consists of a significant undertaking appropriate to counseling such as the development of audiovisual materials or computer software for counselor education or service delivery. An approved proposal is required for enrollment. Approved for SP grading.

Option: *Marriage, Family Therapy*

Course Title: COUN 298/Project (4)

Course Description: Prerequisite: Advancement to candidacy for the master's degree; B average on 24 units of the master's program including ERF 220. A project consists of a significant undertaking appropriate to counseling such as the development of a program for counseling service delivery, development of audio-visual materials or computer software for counselor education or service delivery. An approved proposal is required for enrollment. Approved for SP grading.

Procedures

In order to satisfactory meet all requirements for completion of 298/Project, the candidate is expected to do the following:

1. Be enrolled in CSU, Fresno and have met all requirements for Advancement to Candidacy for the degree and having completed a minimum of 24 semester units of program coursework with a "B" average or better, including ERF 220.
2. Develop a Project Proposal for 298/Project (see attached form). Complete the Project Proposal. Meet with the 298/Project faculty member for a review of the Proposal and obtain his/her signature indicating approval and authorization for release of a schedule.
3. Enroll in 298/Project. To enroll you must obtain a schedule number from the Graduate Technician in the KSOEHD Graduate Programs Office (ED 152).

4. Complete all work on 298/Project in consultation with the instructor.
5. Meet with the instructor and receive final editing and endorsement that the Project is complete and ready for final copy. The finished project must include:
 - The Project Report (Abstract, Chapter One, Chapter Two, Chapter Three)
 - A Project Component (either in written form or as appropriate, e.g., a tape, manual, etc.).
6. Complete final copy and have the written portion/s bound. Be sure to have the Abstract included in the bound copy immediately in front of the title page.
7. Bring the final approved and bound copy of the Project to the instructor. You will need two additional copies of the Abstract. These two copies are not to be in the bound copy but accompany it.
8. Following submission of all requirements, the instructor:

Assesses the Project and awards a letter grade. It is important to note that the grade for the Project will not be forwarded to the University Division of Graduate Studies and Research until all requirements have been met and instructor endorsements have been secured. It should also be noted that the candidate will initially receive an "SP" grade on his/her grade report. The actual project grade will not appear on the transcript until approximately three months following completion of the semester at the time degrees are posted.

Contacts the KSOEHD Graduate Programs Office to record the Project grade on the Department Clearance Form (see the Graduate Technician).

Submit two (2) 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 (1) copy in the KSOEHD Abstract Binder where it will be available for review by students, faculty, and other parties who may have need and express a desire to review the contents.

Retain the original bound copy of the Project Report and Project Component along with any related physical components that are considered to be a part of the project in his/her office for a period of five years from the date of completion. Should the instructor discontinue his/her position with the university during this time; the Project will be held by the coordinator of the program from which the student graduated.

Upon receipt of a Project grade and two copies of the Project Abstracts, the Graduate Programs Coordinator signs the Department Clearance form and forwards the Project grade to the University Division of Graduate Studies and Research for processing.

Grading and Clearance for the Master's Degree

Following completion of all requirements for 298/Project the following duties are required of the instructor and the KSOEHD Graduate Office.

- The instructor will assess the project and then complete Departmental Clearance for the master's degree on which a letter grade will be recorded.
- The Departmental Clearance form will be sent to the CSUF Division of Graduate Studies for an evaluation, which consists of verification of completion of credits required for a degree.
- The Division of Graduate Studies will verify that all requirements have been completed and will recommend that the degree be granted.

Required Specifications for Project Report

1. Form and Style

The report must be developed within guidelines specified in the American Psychological Association, (2001) *Publication Manual of the American Psychological Association*, 5th ed. Washington, D.C.: American Psychological Association.

2. Exceptions to APA Form and Style

Margins are left side 1-1/2", top, bottom and right sides 1".

Abstract – The abstract must be typed, single spaced and be approximately one (1) page in length. AN ABSTRACT THAT EXCEEDS TWO (2) PAGES IN LENGTH WILL NOT BE ACCEPTED. Abstract structural guidelines are attached.

The abstract is placed within the bound original report and ahead of the title page. It is not included in the pagination of the report.

3. No running heads are to be placed at the top of project pages.

4. The title page shall be prepared in accordance with the sample provided on page XX of this document. It is expected to include: a) the title of the project; 2) the student's name; 3) the semester of completion; and 4) 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:

Unpunched and unruled

White in color

8 1/2 x 11" in size

At least 20 pound weight

Bond, with a 25 percent rag content.

6. One (1) copy of good quality is required. Other additional copies may be made for the student's personal use or for the instructor.
7. Font Size and Style - Either size 10 or 12 font size is acceptable but the entire report must be in the same size and style. Recommended fonts are New York or Courier or similar font. Students should show their instructor a sample page of font size and font style when the project proposal is signed. Right margins are not to be justified.

↓
1/2"

California State University, Fresno
Kremen School of Education and Human Development
298/Project

TOPIC AREA (select appropriate degree):

Counseling MA _____ MS _____

Education MA _____ Option _____

Special Education MA _____ _____

Name _____ Semester Completed __ 19____

Instructor _____ Date Completed _____ 19____

Title _____

ABSTRACT

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A TRAINING MANUAL
FOR
PREMARITAL COUNSELING

by

Amenda Smith Andrews

→ 1 1/2"

1" ←

A Project Submitted to

(Instructor's Name)

in Partial Fulfillment for the

Degree of

Master of Arts in Education
(Use appropriate degree title)

California State University, Fresno

Spring Semester, 2002

