Program: Bilingual/Multicultural Education Department, Masters of Arts in Education with an emphasis in Multicultural Education

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Date: January 18, 2012

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

   [Please limit your response to 200 words or less]

Our primary department goals are to prepare outstanding students to:

   a) Advocate a social justice perspective across school, community and political contexts.
   b) Use and further develop students’ [and communities’] cultural funds of knowledge, bilingualism, and biliteracy.
   c) [Advocate for] and/or lead students to achieve at academically high standards across the core curriculum.
   d) Guide students [and varied institutional/organizational communities] to explore issues of prejudice towards people of different races; socioeconomic classes; language and language varieties; abilities and disabilities; and sexual orientation.
   e) Promote school/institutional transformation toward equity and social justice on multiple levels.

Before 2008, we offered a three year MA program which offered two pathways; one for non-traditional educators and another for K-12 teachers. Based on student needs and a revised scope and sequence, courses were consolidated. This change more efficiently and effectively drew upon faculty expertise in the fields of curriculum theory and critical theory.

Technology has been furthered integrated into student learning outcomes, as students have been required to develop and present scholarship utilizing PowerPoint, Blogs, and other visual and social media in relation to course content and desired learning outcomes. As part of their studies, students have been provided with explicit instruction by the university library staff on conducting on-line research in education of relevant journal articles, thesis, and dissertations. The further integration of web-enhanced instruction, via SACCT, has also substantially changed students’ access to, and utilization of, technology.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the
program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

The outcomes that we magnify in our program are listed in Table 1:

Table: Program Outcomes

<table>
<thead>
<tr>
<th>Program Outcomes</th>
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<tbody>
<tr>
<td>Read, synthesize and analyze research on curriculum and instruction specific to culturally and linguistically diverse populations.</td>
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<tr>
<td>Read and interpret research focused on specific language and cultural needs to inform the development of appropriate curriculum, instructional practices, and/or research/project foci.</td>
</tr>
<tr>
<td>Develop and utilize a theoretical framework to undertake the development of a curriculum, research project or thesis that reflects a focus on culturally and linguistically diverse populations.</td>
</tr>
<tr>
<td>Distinguish between, and write a coherent curriculum plan and/or research project reflective of, Multicultural Education tenets and/or from a Critical Pedagogy framework.</td>
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</table>

In EDBM 205, 220, 250, 235, and 245, students learn the theoretical principles that guide the department’s mission and goals; they identify an area of study for the thesis or project; and they are guided in writing their introductory chapters of a thesis or project (Chapters 1-3). EDBM 205 focuses on advanced study of social, cultural, historical, philosophical and psychological issues related to the teaching and learning of culturally and linguistically diverse students. Students will engage in an in-depth examination of the theory and practices of critical pedagogy and critical race theory, including historical and theoretical roots, related theoretical frameworks, and applications in various contexts. EDBM 220 focuses on the foundations of curriculum, domains of curriculum, and the theoretical and practical principles of curriculum. By the third course in the program sequence (EDBM 250), students revise and refine their paper topic into a focused statement of the problem, with corresponding research questions and/or preliminary project ideas for rigorous development and examination in accordance with the appropriate research methodology. By the second semester, students enroll in two additional courses. EDBM 235 is designed to explore research in the areas of first and second language acquisition, standard and nonstandard language varieties, and related socio-linguistic issues. Special attention is given to research on language varieties found in the U.S. linguistic context, specifically Latino English and Black English. EDBM 245 examines, critiques, and reconstructs students’ ideas about schooling practices that impact the most underserved and highly at-risk students (with a focus on migrant students) and parent involvement.
3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

[Please limit your response to 400 words or less]

Not-applicable to BMED

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.

Department assessment procedures are undertaken as both a formative and summative process.

Micro-Level Assessment

The signature assignment completed in EDBM 205 is a two part research project (Individual paper/group presentation). As a class we develop a research question related to the principles of critical pedagogy. Once the issue/question to be researched is “named” the class develops questions to be used in order to engage in analysis and class dialogue using the creative reflection research model (critical pedagogy framework) as a guide. Thus, the students are introduced to two methodologies (grounded in CPF) – Participatory Action Research (PAR) and Photo voice. These two methods are taught to the students and in turn they learn how to collect the data but also analyze it from a CP paradigm. Overall, the critical pedagogy project addresses learning outcome 3 because students utilize the CP Framework as the lens in which they are analyzing the data obtained. Moreover, the methods taught are supported by the CPF.

Individually – students prepare four papers. Each paper is an opportunity to experience the structure of a thesis model (utilizing PAR and photo voice). For example, paper #1 has students write the introduction, background and need, theoretical framework and a mini literature review with respect to the identified research question (Students are taught in this segment how to utilize the literature to support what is being state). Papers #2 and #3 is the analysis of data based on the research collected (students are taught in these segments how to utilize specifics from data collected to support analysis). Paper #4 is the conclusion (students are taught how to utilize literature to support findings). Students submit one final paper (approximately 25-30 pages) that is a merger of the four separate papers (students must adhere to APA format and a rubric is provided with respect to how assessed). With this aspect of the project students are meeting learning outcomes 1, 2, and 3 because they have to read, synthesize, interpret and analyze empirical/theoretical work with respect to the research question identified as a class. The research question varies each year – thus the literature reviewed by students can range from curriculum, instruction, economics and education, race and education, etc….Ultimately the reading they do informs their final paper because the literature is utilized to support the positions made by the students.
Group presentation – Students are placed in groups to present a synthesis of their classmates individual papers. When a paper segment is submitted a group collects all the papers and conducts an analysis of the papers by identifying emerging themes. The group decides on the themes they will present on and develop the presentation. Each presentation should not only identify the themes that emerged from the specific segment papers submitted but also connect to 1) the principles of critical pedagogy, 2) micro/macro factors in relationship to public education and the research question, 3) its connection to the other generative themes identified, and 4) connection to literature that supports the analysis/interpretation of themes identified – Learning Outcomes 1 & 2 (a rubric is given to students for additional guidance).

Revisions based on Signature Assignments and its Correlation to Learning Outcomes

Based on the identified learning outcomes and the signature project no major changes have been made to the actual assignment 205). However, what have been integrated with intention are the scaffolds provided to complete the different components of the papers and the research. For example, 1) many students are not aware of the thesis structure. Therefore we review the structure of a thesis and what each component is asking for by reviewing examples of thesis projects and projects from previous semesters (reminder – that the project is a micro composite of a traditional thesis structure; learning outcome 4). 2) Synthesizing empirical/theoretical pieces is quite difficult in the context of a literature review. We learn how to differentiate between a summery and synthesis. Students are offered different experiences of how to outline a literature review, obtain the literature, and write the synthesis - that overall supports the paradigm in which the student is approaching the review (learning outcome 1 & 2). 3) Lastly, students do not have experience synthesizing and analyzing data. As a class, we go through a methodological process of how this can be done utilizing PAR and photo voice framework grounded in the principles of CP (learning outcome 3). From analysis, I model through past projects how the data can be articulated.

In EDBM 220, students prepare an Annotated Reading Journal in accordance with APA style (standard American Psychological Association (APA) format for the citations). An Annotated Bibliography is an organized list of sources (may be any variety of materials, books, documents, videos, articles, web sites, CD-ROMs, classroom simulations, etc.) with an accompanying paragraph that describes, explains, and/or evaluates each entry in terms of quality, authority, and relevance. An annotated bibliography may serve a number of purposes, including but not limited to:

- a review of the literature on a particular subject
- illustrate the quality of research that you have done
- provide examples of the types of sources available
- describe other items on a topic that may be of interest to the reader
- explore the subject for further research

In addition, students prepare a Curriculum Analysis Paper and formal presentation which reflects the varied theoretical frameworks covered in the course scope and sequence (see Appendix B). They are expected to be able to analyze and synthesize a curriculum sequence and critique that series utilizing scholarship from the field of curriculum studies, mainly theory.
In EDBM 235, students conduct a socio-linguistic field-based research project in one of the aforementioned areas and in a specific linguistic context, including but not limited to a school, classroom, or local language community. There are two individual signature assignments required for successful completion of the EDBM 235 course and directly address the IPP elements. The first is a final 15 page (not including title page, references, tables, etc.) field-based research paper detailing a language or socio-linguistic topic (with instructor approval) related to a local language community, classroom, student, etc. The paper must conform to the APA Publication Manual Writing Guide and requires an appropriate literature review, methodology, and analysis section.

The second signature assignment is a power point presentation of their individual research to class peers. The presentation is approximately 10-12 minutes in length and includes a 10 minute question and answer component afterwards. In addition, a one-page abstract of the research presentation is distributed to audience members.

In addition to the aforementioned signature assignments, students are required to complete eight (8) weekly “Reaction Papers” (RPs) based on assigned readings. RPs can take the form of personal reactions and/or personal questions raised by the readings. The RPs are meant to help structure class discussions and are a critical part of class participation. More importantly, this assignment aids students in synthesizing and analyzing robust articles, chapters, and other readings relevant to course topics and discussions (in preparation for their thesis or projects).

In EDBM 245, students continue to prepare and revise the initial draft of a research proposal. This effort includes: (1) Knowing and applying content knowledge from graduate coursework and applying it to a multicultural community environment. The reason for this desired learning outcome is the student could identify the discourse between theory and practice in preparation for writing the project, thesis or taking the exam; (2) Demonstrate and incorporate course content knowledge in developing sections of the thesis project or responses to the MA exam questions. The reason for this desired outcome is that the students will be able to identify and draft sections or subsections of the thesis project or exam (i.e. Introduction, Statement of the Problem and Key Objectives or Literature Review); (3) Skill Sets, the reason for this desired outcome is that the student will know the APA format for drafting sections of the document; and (4) Confidence Levels, the reason for this outcome is making students aware of how they can use their unique potentials to identify what research can make the greatest difference in serving underserved groups and build upon what has been done as presented by alumni graduates in prior cohorts.

In EDBM 250, the signature assignment has changed since the reconfiguration of the program. In fall 2008, students were required to submit a portfolio in EDBM 250 demonstrating what they had learned in the first semester. However, an analysis of the portfolios indicated that although students showed an understanding of content in course reflection papers, there was a lack of evidence in the assessment that they were incorporating what they learned into a potential thesis or project. In fall 2009 BMED the instructor for EDBM 250 revised the first semester assessment into a “First Semester Proposal.” This assignment, which had no specified page length, required candidates to submit “a proposal that outlines/discusses their prospective research or project agenda.” Students were asked to incorporate key components of a thesis or project into their
proposals, such as a statement of the problem, possible research questions and/or project ideas, keywords/phrases/topics to guide a literature review, and a preliminary research design.

Analysis of the first semester proposals submitted by the fall 2009 cohort (n = 20) displayed some significant patterns. First, the majority of proposals had a clear statement of the problem; only two proposals appeared to be unclear as to author’s intention. Second, although no page limit was suggested, it was assumed that proposals would range between 5 to 10 pages. However, submissions ranged from 5 to 23 pages, with an average length of 18 pages. Students had done extensive background work on their topics and described the rationale behind their “statement of the problem” by citing relevant research and theory discussed in previous courses. Although positive, the first semester proposals did reveal to the faculty areas that could be improved. For example, several students had only two or three references, noteworthy given that in EDBM 250, students are required to discuss and critique three referred journal articles on their topic that utilize a specific research methodology (i.e., case study, quantitative analysis). Moreover, these students were required to suggest future research subtopics for their literature review yet failed to offer this information. This information has been incorporated into subsequent versions of the course (e.g., fall 2011), which necessitated modifications to strengthen students’ literature reviews. First, as previously discussed, library personnel with expertise in on-line data base searching have been incorporated into the course to assist students’ research skills. Second, a textbook specifically on writing a literature review, as well as analysis of articles that contain exemplary literature review, have been incorporated into course material. Although a quantitative comparison between the groups does not indicate statistically significant growth, with the fall 2011 cohort also averaging 18 pages (with a range from 11 to 26 pages), a qualitative comparison indicates that students are now able to write a much clearer statement of the problem, construct a thorough literature review, and are beginning to formulate solid research ideas. In the past cohort, no student had a problem clearly articulating their research intentions, or ability to find and critique pertinent literature in the First Semester Proposal.

Assignments in EDBM 250 are designed to incorporate students’ area of research interest, in order to assist them with constructing and completing a thesis or project. Henceforth, students are required to present their statement of the problem and possible research questions or project ideas either to the whole class or in small groups. This exercise is designed to provide students with constructive criticism and additional ideas to strengthen their research skills. Moreover, students engage in four critiques during the course, the first of which is a critique of a finished thesis, project, or dissertation related to their own area of interest. Students also are required to select three journal articles during the class, each of which utilizes a different research method discussed in class (e.g., interviews or an Analysis of Variance). The articles are student selected with the goal of (a) connecting to students’ thesis or project, and (b) inclusion in their literature review.

Macro-Level Assessment

One of the primary methods of assessment utilized by the Graduate Advisor was the assessment of the degree of development and level of academic sophistication of the thesis/project drafts following the completion of the coursework and the Advancement to Candidacy. Advancement
to candidacy is consists of (a) successful complete of the 12 unit requirement, determined by graduate studies, and (b) successful program progress, evident in the First Semester Proposal (EDBM 250). This desire outcome was observed on the Graduate Advisor level after the contents of the course EDBM 245 was upgraded to change the Signature Assignment to having the students complete a draft on the identification of a research topic and a section of the thesis, project or exam on the Introduction, Literature Review, Methodology inclusive of subsections containing a strategy of qualitative and quantitative data analysis. The students who successfully completed the Signature Assignment for that course outperformed their peers who performed marginally in that area.

The final semester course (EDBM 265) is designed with two foci. First, the course is utilized as a preparation course for students taking the comprehensive examination. In addition, students in the final phase of the program enroll in the course to focus on their research writing, students prepare their Human Subjects proposal, conduct their research, and analyze and report their findings.

The data below reflects enrollment patterns from 2008 through 2012:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fall 2008</th>
<th>Spring 2008</th>
<th>Fall 2009</th>
<th>Spring 2009</th>
<th>Fall 2010</th>
<th>Spring 2010</th>
<th>Fall 2011</th>
<th>Spring 2011</th>
<th>Fall 2012</th>
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<td>22</td>
<td>11</td>
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<tr>
<td>EDBM 565</td>
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<td>23</td>
<td>23</td>
<td>10</td>
<td>16</td>
<td>13</td>
<td>13</td>
<td>5</td>
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</table>
The data below reflects the completion rates of candidates since 2008:

Table

- **2008 cohort (n = 17)**: thesis = 5, project = 4, exam = 7, non-completers = 1
- **2009 cohort (n = 20)**: thesis = 7, project = 6, exam = 4, non-completers = 3
- **Total for 2008+2009 (n = 37)**: thesis = 12, project = 10, exam = 11, non-completers = 4
- **2010 (in progress (n = 14)**: thesis = 2, project = 0, exam = 4, still working = 8

11 students have come back to take the MA exam (9 in 2009).

b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.

Since 2008, we have had 4 cohorts of approximately 44 of 67 students either were or are teachers in a K-12 setting (66%). Data collected and analyzed derives from the description of the latter sample. It is our intent to collect data at the end of each semester (from program assessment tool/classroom signature assignments) to assess learning outcomes set by the department.

c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.

See attached Appendices.

d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

[Please limit your response to 200 words or less per learning outcome]

(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

The BMED program entails four specific program goals (see table 2). BMED faculty analyze and evaluate data using: (1) formative assessments that assess course content knowledge; and (b) signature assignments aimed at preparing students to develop a thesis or project focused on a culturally or linguistically diverse student and/or population. For example, in EDBM 205, paper #1 requires students to include a prospective theoretical framework. This formative assessment is enhanced in EDBM 250 as students continue development of their theoretical framework in their First Semester Proposal. The ability to read and interpret research focused on specific language and cultural need in assessed in EDBM 235 in two assignments. One is a final 15 page field-based research paper detailing a language or socio-linguistic topic related to a local language.
community, classroom, or student. The second assignment is a 10-12 minute power point presentation of their individual research. Students’ ability to read, synthesize and analyze research on curriculum and instruction specific to culturally and linguistically diverse populations is assessed in EDBM 220 in the Curriculum Analysis Paper. EDBM 220’s Curriculum Analysis Paper requires that students read, synthesize and analyze research on curriculum and instruction specific to culturally and linguistically diverse populations.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 200 words or less per item]

In spring 2009, BMED instituted a comprehensive examination in partial fulfillment of M.A. requirements. The exam consisted of four categories; (1) critical race theory/pedagogy; (2) second language acquisition/socio-linguistics, (3) multicultural curriculum, and (4) advocacy/change agency. The exam was administered in a monitored computer lab with answers pasted on SAC CT. A holistic grading scale was employed: (a) pass, (b) oral clarification, and (3) no pass. Afterwards answers were distributed to faculty by area of expertise. All nine candidates responded to each of the areas and passed all sections of the exam. BMED faculty nevertheless concluded that modifications were necessary. For example, candidates could use one page of notes per question. Unfortunately, many responses were reproductions of the notes. Moreover, candidates spent excessive time answering category one (critical race theory/pedagogy) consequently, responses for other categories lacked depth. In subsequent administrations (fall 2009 /spring 2010), questions were modified to facilitate more focused and timely responses. A second area of concern was that students were required to answer one of three questions pertaining to language (first/second language acquisition, bilingualism/code-switching, and Black English). Subsequent exam alterations produced more cohesive responses, suggesting a stronger link between EDBM 265 (exam preparation course) and class content.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 300 words or less]

Our department sponsors an annual Multicultural Education Conference to provide opportunities for faculty, students and alumni, to share knowledge and promote bilingual and multicultural education. Due to reform efforts affecting educators who serve diverse students, this conference provides outreach, professional development, and training. The conference sponsors approximately 45 break-out sessions.
Another way faculty examines the effectiveness of curriculum is by sharing informal and formal student commentary and course evaluations. The faculty meets to debrief feedback, refine, and improve program offerings for current students.

51% of our students are alumni of our multiple or single subject credential programs. Upon application to our program, candidates submit a personal goals statement which outlines their rationale for pursuing an advanced degree. Overwhelming, the alumni who apply state they chose to return because they desire advanced training in bilingualism and advanced methods in teaching focused on diverse populations in K-12 schools.

Due to the reorganization of all programs within the College of Education, our department has revised program processes to align with the collaborative approach to data-driven processes. As such, the graduate coordinator will administer an exit survey to the exiting cohort to determine efficient and effective ways to improve program curriculum. See below:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>I understand the conventions and structures of academic text types</td>
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<td>I can utilize APA and principles regulating research development and</td>
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<td>writing standards</td>
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<td>I can utilize the qualitative and quantitative methods to conduct a</td>
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<td>study</td>
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<td>I can utilize technology to access appropriate research based on</td>
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<td>course content and research foci specific to diverse populations</td>
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<td>I can read, synthesize and analyze research on curriculum and instruction</td>
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<td>specific to diverse populations</td>
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<td>I can develop and utilize theoretical frameworks to develop curriculum</td>
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<td>or research project that focus on diverse populations</td>
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Appendix G for an extended version of the Survey.
7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

[Please limit your response to 300 words or less]

Department faculty members have created formal mentoring structures to support intellectual and professional development. Part of this process is encouraging our students to pursue a thesis with the goal of developing their academic writing and critical thinking skills, in preparation of doctoral study or work in other professional capacities.

One such structure is the Graduate Education Student Association (GESA), an award winning organization initially founded in 2006. The organization is an interdepartmental consortium of students, led by department faculty (Lozano & William-White) who mentor emergent “scholar activists” through a guided transformative research practicum. GESA received the 2007 International Society for Exploring Teaching and Learning Distinguished Fellows Outstanding Presentation Award (see http://www.isetl.org/conference/awards.cfm). Students and faculty identify research issues, co-write position papers, abstracts, research and/or projects to be co-presented at local, national, and international organizations. The organization’s mission is to prepare emergent scholars of color and first-generation graduate students to undertake research, and develop a scholarship trajectory, particularly for those who intend to pursue doctoral study at any university. Students have presented at numerous professional conferences: California Education Research Association; Humanities Education Research Association; International Society for Exploring Teaching and Learning; Hawaii Education Conference; and the International Congress of Qualitative Research. The organization has also produced three PhDs and two ABDs (from cohorts 2007 and 2008). Three participants from the 2010-2011 cohort are currently applying to Ph.D. programs; and another five participants plan to apply to doctoral programs in 2013 (cohort 2008 and 2009).

In addition, recent program graduates and alumni have also authored several publications which are specifically situated within the areas of educational equity, culture, and language. Amongst those are:


8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?  
*Please limit your response to 200 words or less*

Former Superintendent Jack O’Connell, in his State of Education Address in February 2007, acknowledges the achievement crisis and extols the mandate that we are charged with as educators:

Groups of California children who have traditionally struggled, groups that in many instances make up the fastest growing portion of our society, continue to trail behind their peers — and the gap is not closing…Too often, the struggles of the African American student, the English learner, the learning disabled student were hidden by overall school achievement gains…we are holding ourselves accountable for the results of all children. And when we see significant groups of students falling far short of the goal of proficiency that we hold for all students we must act. Today, equipped with specific knowledge of those gaps, we must focus as never before on solutions… to close the gap we need to find strategies to ensure that those who struggle the most actually learn and improve their achievement… The 21st century demands that students know how to work cooperatively, to learn and innovate in teams, to interact with, empathize with, and work with people from different cultures (http://www.cde.ca.gov/nr/ne/yr07/yr07rel26.asp)

Thus, the mission and goals of the BMED MA program is geared toward preparing educators who possess advanced knowledge, skills, and dispositions to work on behalf of, and with, the target populations that the California Department of Education has identified. Therefore, the breadth, depth and scope of the BMED program reflect goals that align with the State mandate and need for highly qualified practitioners.
APPENDICES
(Signature Assignments and Rubrics)

The signature assignments and rubrics below serve as scaffolds to support the intended learning outcomes for the program. These examples are a sampling of varied tools utilized.

Appendix A
Annotated Reading Journal

You will be expected to keep an Annotated Reading Journal (a modification of an Annotated Bibliography) for materials that you will read in this course. You will annotate ALL COURSE READINGS using APA style (standard American Psychological Association (APA) format for the citations).

An Annotated Bibliography is an organized list of sources (may be any variety of materials, books, documents, videos, articles, web sites, CD-ROMs, classroom simulations, etc.) with an accompanying paragraph that describes, explains, and/or evaluates each entry in terms of quality, authority, and relevance. An annotated bibliography may serve a number of purposes, including but not limited to:

- a review of the literature on a particular subject
- illustrate the quality of research that you have done
- provide examples of the types of sources available
- describe other items on a topic that may be of interest to the reader
- explore the subject for further research

The annotated bibliography may be selective or comprehensive in its coverage. A selective annotated bibliography includes just those items that are best for the topic while an exhaustive annotated bibliography attempts to identify all that is available on a subject.

For your Annotated Reading Journal, you will write a traditional annotation for the first section of your journal, but will also write a more extended reflection/critique (in the second section).

THE PROCESS

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

Cite the book, article, or document using the appropriate style.

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b)
comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

See http://olinuris.library.cornell.edu/ref/research/skill26.htm for a good guide and information about how to critically examine a source.

The formatting for this sample bibliography is modeled on the annotated examples in the current APA Publication Manual; or see apastyle.org for an on-line guide.

<table>
<thead>
<tr>
<th>Sample Annotation for Chapters within a Book</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The following example uses the APA format</strong> for the journal citation.</td>
</tr>
<tr>
<td>The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Rubric for Annotations</th>
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<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Cite the book, article, or document using appropriate APA style.</td>
</tr>
<tr>
<td>Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your understanding of teaching and learning.</td>
</tr>
<tr>
<td>Adheres to Standard Academic English conventions; sentence fluency; grammar, etc.</td>
</tr>
</tbody>
</table>
Appendix B

Curriculum Analysis

Directions: Read the texts to get the gist of the curriculum foci; then analyze the pedagogical perspectives espoused within the curricular content. Using the guidelines below, holistically respond to the following components of analyzing a lesson (approximately 7-10 pages, double-spaced, typed using 12 pt. font size and APA format):

Lesson Organization

- How are the lessons arranged (materials, supplemental resources, steps in the learning sequence)?
- What limitations do you find (what’s missing)?
- What perspectives, if any, does the lesson represent?
- To what social, economic, political, or educational issue was the lesson attempting to respond?

Lesson Construction/Values

- What are the purposes and the content of the lesson (knowledge, skills, and dispositions emphasized; salient features/ideas within the readings and material)?
- What types of objectives are embedded (including Content, Language and Multicultural emphases)?
- What educational goals and educational aims are emphasized?
- What are the primary ways in which the lesson represents the subject matter to students (what is the teacher doing in the lesson; what are students suppose to do)?
- What assumptions underlie the lesson’s approach to purpose or content?
- What aspects of a “hidden curriculum” are present in this lesson?
- To what extent is the lesson likely to play a hegemonic role in its purposes or content?
- What sources of media are employed to deliver the lesson?
- What learning styles, if any, underlie the lessons’ organization?
- What psychological assumptions, if any, underlie the lesson organization?

Lesson Implementation

- How is the lesson implemented? What can be learned from an evaluation of the lesson?
- What values/perspectives are embedded in the lesson?
- How does the lesson integrate (student, family, home, community, cultural knowledge)?
- What Standards are being addressed? Key concepts and vocabulary being taught?
- What types of activities are used to scaffold learning, the quality of resources, graphic organizers, etc?
- To what extent does the lesson reveal the teachers’ or the publisher’s attitudes, beliefs, and competencies?
- What values does the lesson implicitly represent through its subject, selection of content and reading material, or instructional approach?
- On what basis might some community groups disagree with the lesson’s content or find the lesson offensive?
- How would the lesson have to change in order to accommodate the various cultural and language groups?
- What instruments or suggestions for collecting data (artifacts for assessment) does the lesson provide?
• What form of assessment is used within the lesson (formative and summative)? Are the assessments appropriate? Are there things that are missing?
• What type of assessment is being used? Is the assessment appropriate for this lesson, e.g., congruent with the lesson’s initial objective(s)? Are there objectives stated in the lesson that are not being assessed or are overlooked?
• Are there opportunities for growth/stretch in this lesson (ways to differentiate instruction and challenge students at their individualized levels and learning needs)? Are the forms of assessment focused primarily on cognitive learning or is there an emphasis also on affective and/or psychomotor learning?
• Does the assessment move through various levels of educational objectives/outcomes e.g., Bloom’s Taxonomy – knowledge, comprehension, application, analysis, synthesis and evaluation)? Are the more challenging outcomes absent from the activities and assessment criteria?
• Does the assessment differentiate instruction to reflect different learning styles? Multiple Intelligences?

Lesson Criticism
• What are the lesson’s strengths and limitations?
• How would you adapt it to maximize its benefits and strengths for culturally and linguistically diverse students?

Note: You will be expected to present your analysis in class for discussion.
# Curriculum Analysis Rubric
*(Oral and Written Work)*

<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>Thirty minute oral curriculum overview provides the reader with a general understanding of the curriculum foci; demonstrates a clear discussion of the pedagogical perspectives contained in the curricular content. Discussion draws on not only the analysis framework, but also integrates perspectives from scholarship from the course text.</td>
</tr>
<tr>
<td>Paper is not a mere summary of what is contained within the curriculum (3-4 lessons), but is a critical analysis of the content of the curriculum. The analysis paper framework is used as a guide to examine the curriculum proper (organization), but also exposes a deeper-level understanding of the components underlying the curriculum (orientations, genres, approaches, scope, etc.). The categories for examination are as follows (see handout): 1) Lesson Organization; 2) Lesson Construction/Values; 3) Lesson Implementation; and 4) Lesson Criticism.</td>
</tr>
<tr>
<td>Adheres to Standard Academic English conventions; sentence fluency; grammar, etc. The analysis is approximately 7-10 pages, double-spaced, typed using 12 pt. font size. APA style is used to cite scholarship from the text to support the analysis.</td>
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Appendix C

1. Participating and Completing Critical Pedagogy Participatory Research Project

“To shape history is to be present in it, not merely represented in it.” (Freire in Literacy pg. 65)

As a class we will develop a research question related to critical pedagogy. Once we have collectively “named” the issue to be researched we will develop questions to be used in order to engage in analysis and class dialogue using the creative reflection research model as outlined further on in the syllabus.

As this is a PROCESS and generative in nature more specific directions will be given later. There will be on going written and oral reports on this project, which will help to frame and reframe each class session.

2. A collaborative group synthesis of individual projects and group presentation

Each participant will be a member of a group. The group will have an assigned synthesis stage and presentation date.

Process

Photographs & Written Research Segment Due Dates
First round of pictures due: August 24th

*For each picture chosen provide a one page analysis with the following questions answered:

1. describe not only the content (what is in the photo) but also the context of the photo
2. how does this photo make a connection for you to our overarching question – even sub-questions
3. What initial themes emerge for you from your photo

Second round of pictures & First Research Segment due: August 31st
Successive Research Segment Reports due: September 7th, September 10th, September 14th

Revised Completed Individual Projects due: October 5th

Basic elements of each research segment should be reflected as indicated in the Creative Reflection document attached and in the format of the Research Model as indicated on the following sheets. Change as appropriate to your circumstances.

All segments and final research paper should be in APA format.

Bring 5 copies of each research segment to be distributed to the group who will be responsible for the synthesis for that segment.
Each group will be responsible for synthesizing and presenting to the class the analysis of the individual on-going projects one time. Each person’s individual research segment will build on the literature and each group will include a synthesis of the literature.

<table>
<thead>
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<th>Group</th>
<th>Synthesis of reports turned in on</th>
<th>Date synthesis will be presented</th>
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<tr>
<td>I</td>
<td>August 31</td>
<td>September 7</td>
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<tr>
<td>II</td>
<td>September 7</td>
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Group Synthesis
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Creative Reflection

Phase I. Descriptive

The questions in this phase address how an individual describes/views their world and the issue to be addressed. This is the initial phase that allows us to describe what we hear and read. To define the issue or item. It's the what, when, where, by whom and why questions. What does what has been said or written contribute to the understanding of the issues?

- Name the problem
- Put the problem in context = history/origin/causes
- Continue to Problematize = identify elements
- Consequences

Phase II. Personal/Interpretive

This is the personal cognitive and affective interpretive phase. Here we dialogue about what we think and how we are feeling about the content of the information i.e. what does culture mean to human beings? How do these ideas relate to my professional life/activities? How do they relate to (contradict, complement, validate, enhance) my previous knowledge and/or experiences? What feelings or emotions do they provoke? What understanding (inspiration, strength, challenge) do they bring to my own personal quest or adventure as a human being?

- How does this information contradict, expand, differ from or support personal previous experiences?
- What feelings and emotions are brought up by this reflection?
- How can we express our caring for others, create a more nurturing situation?

Phase III Critical/Multicultural

In this phase we reflect on the information - we dialogue with information - ask what benefits will this bring, who's involved, what's the hidden agenda etc. Do the premises presented here make sense to me? Why? What would be the consequences of following these ideas? Who do they benefit? How? What is acceptable, valuable? How do they relate to other positions? Are there any biases, limitations, on these ideas? Would they be equally acceptable for all human beings? Why? What other alternatives are there? What further questions do they suggest? What additional information do I now need?
• Ethical Issues? Concerns?

• How does this situation support or deny or go against justice? equality? inclusion? and/or peace?

• Who benefits and who suffers from the conditions created?

• What structures support the conditions of the existing paradigm and/or stand in the way of effecting change?

• What is the paradigm?

• How would different people view this reality depending on their culture, ethnicity, socioeconomic conditions, gender, age, sexual orientation and/or religion?

Phase IV = Creative / Transformative (Action that leads toward transformation)

During this phase we move to changing the world - it is an action question - like how can culture be validated and transmitted in a liberating way? What can I integrate into my teaching/professional practice based on these presentations, writings, and reflections? How do these ideas help to empower me to struggle for the transformation of reality from the “what is” to the “what ought to be”?

• What actions can I/we generate based on the previous reflections to bring about a more just reality?
One Possible Outline for your Research Paper

Background & Need for the Study

Research Question(s)

Naming the Research Issue/concern

Questions to Guide the Analysis/class dialogue = Using Creative Reflection Model

Theoretical Frame

Freire  Palmer  Kieffer
hooks  Park  Bohm

Methodology

Community

Entry into the Community

Photo Selection

First Analysis of photos

Description of photos chosen in relation to research & guiding questions

Construction of Text

Analysis (generative themes & reflections)

Second Analysis of photos

Build on description of photos chosen with additional photos
Construction of Text

Analysis (generative themes & reflections)

Findings, Recommendations for Research

Construction of Meaning

What has been learned in total process?

What answers / thoughts / concerns have been found?

What further questions have been found?

Reflections?

Issues common to research designed re: social justice

<table>
<thead>
<tr>
<th>social justice</th>
<th>power &amp; empowerment colonization</th>
</tr>
</thead>
<tbody>
<tr>
<td>democracy</td>
<td>oppression/internalized oppression</td>
</tr>
<tr>
<td>culture</td>
<td>colonization/the colonized</td>
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</table>
Critical Pedagogy Project Presentation Rubric
(EDBM 205)

Name (s):          Grade:

Group/Individual Synthesis Presentation Evaluation Criteria

10 Clarity, Content and Development: Did the overall group demonstrate a level of preparation in their presentation? For example, did the presentation clearly and articulately set the context of the topic (generative themes) in relation to the questions posed? Did individual group members each demonstrate a notable level of competence in the area presented? For example, was the literature utilized to support statements and/or positions made? Was an analysis offered, based on the literature utilized? Did the group members answer peer questions in a knowledgeable and informed manner?

10 Originality/Creativity and Relevance: Did the group present the generative themes in an original and/or creative fashion? For example, were visuals or and auditory aids such as transparency film, posters/collages, home videos, music etc… utilized? Did the group make the topic areas “fresh” or use new perspectives/insights to address them? For example, where students able to deepen analysis with references to course readings and personal experiences? Did the presenters make the topics relevant to current educational themes in relation questions posed?

5 Presentation Length: Did the group members make effective use of the allotted time? Were individual members allotted sufficient times to develop their prescribed areas of focus? Was the facilitation well timed and delivered within the allotted time frame?

5 Speaking Skill/Attention to Audience: Did the presenters attempt to engage the class? Did the presenters appear confident and prepared, articulate ideas clearly and present the material with enthusiasm?

Comments:
EDBM 205: Final Paper Grading Rubric

Name: _______________________    Grade: __________

All papers should demonstrate an understanding of the materials and concepts covered in class. Papers will be examined using the following criteria.

20 The paper clearly and articulately sets the context of the topic in relation to education. It relates a clear Introduction, Background & Need for the Study, Literature Review (That includes references to readings that define & discuss topic chosen),

20 Indicates a clear understanding of the generative themes gleaned from the analysis of photos – able to deepen analysis with references to course readings with a clear connection to key concepts of critical pedagogy as supporting, influencing, contradicting, or related to the topic.

20 Apparent linkages between the readings & research obtained. Clear and appropriate connections of key concepts of democratic schooling and/or key principles of critical pedagogy/CRT to your own community involvement and/or classroom practice. It is clear that the application is actual or potential.

25 Paper demonstrates a clear understanding of the principles of critical pedagogy/critical race theory with appropriate references and resources, including use of citations and quotations.

15 Paper has consistent formatting (i.e., APA reference style). Clear introduction, appropriate use of headings, clear process and conclusion. Including appropriate and consistent use of grammar and writing.

96-100 = A   90-94 = A-   85-89 = B+   80-84 = B   75-79 = B-
70-74 = C+   65-69 = C   60-64 = D   below 60 = F

Comments:
Appendix D

EDBM 235: RESEARCH PAPER GRADING RUBRIC

<table>
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<th>Research Paper</th>
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<th>Adequate</th>
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<td>APA Format</td>
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Instructor Comments:

RESEARCH PAPER GRADE:
EDBM 250: Thesis/project critique

For this assignment, BMED students will critique a master’s thesis or project located in the University Library that is directly related to their intended research or project. Counselor Education students will critique a dissertation that focuses on (a) a population you hope to serve, such as middle school students, families, etc., and a counseling topic (e.g., bullying, depression) that interests you; or (b) a topic of interest addressed in EDC 171: Power, Privilege, and Self Identity in Counseling.

The paper should be 5-7 pages. BMED students planning on taking the comprehensive exam should critique a thesis.

General Outline of Thesis Critique:

1. Your Reason for choosing the thesis or dissertation, including a discussion of how the thesis corresponds (or not) to topics discussed in your master’s courses (EDBM 205, EDBM 220, EDC 170, EDC 171).

2. Overview of the thesis
   a. Title and Reference Citation
   b. Statement of the Problem and/or research question(s) underlying the thesis
   c. Literature review (topics discussed)
   d. Theoretical Framework
   e. Study Design (qualitative or quantitative or mixed methods; description of method of investigation including research tools such as assessments, observation protocols, etc.)
   f. Subjects/Participants
   g. Context (setting)
   h. Results and Conclusions

3. Your Evaluation of the thesis
   a. Your opinion of the research design. What alternative questions and research designs, in your opinion, could have been completed by the student?
   b. Your opinion of the strengths or weaknesses of the thesis conclusions, e.g., Does the researcher seem objective or prejudicial? Are the conclusions based on sound evidence? Are they convincing?
   c. What did you learn from critiquing this thesis?

For students intending to complete, and thus critique a project, a slightly different version of the guidelines will be utilized. Please be cognizant that with a project, there is no ‘data’ to critique, thus necessitating some modifications.

1. Your reason for choosing the Project

2. Overview of the Project
   a. Title and Reference Citation
b. Statement of the problem / research issues underlying the project

c. Literature review (topics discussed)

d. Theoretical Frame of the project

e. Description of the instrument created

f. Intended Subject/Participants

g. Context (setting)

3. Your Evaluation of the Project

a. Your opinion of the research project

b. Your opinion of the strengths or weaknesses of the project.

c. Your opinion on whether this project can make a contribution to the field

d. What did you learn from critiquing this project?

<table>
<thead>
<tr>
<th>Rationale</th>
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<tbody>
<tr>
<td>Does not discuss why thesis, project, or dissertation was selected and connected to material in your master’s program</td>
<td>Discusses why thesis, project, or dissertation was selected, yet does not make a solid connection to material in your master’s program.</td>
<td>Clear discussion on why thesis, project, or dissertation was selected and connects content to material in your master’s program.</td>
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<tbody>
<tr>
<td>Does not, or vaguely addresses relevant sub-topics.</td>
<td>Addresses relevant subtopics, yet does not offer in-depth analysis</td>
<td>Clearly addresses all relevant sub-topics, offering in-depth analysis</td>
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<td>No indication of article’s strengths and/or weaknesses.</td>
<td>Some indication of selection’s strengths and weaknesses, little indication of what was learned</td>
<td>Clear indication of the selection’s strengths and weaknesses, as well as what was learned</td>
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<tr>
<td>Does not suggest alternate questions and/or methods aligned with future research.</td>
<td>Limited suggestions of alternate questions and methods that could be utilized in future research.</td>
<td>Suggestions of alternate research questions and methods that include specific examples to enhance understanding. That is, explains how YOU would improve the research.</td>
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<td>A few grammatical, spelling, and/or punctuation errors using appropriate APA style.</td>
<td>No grammatical, spelling or punctuation errors. Writing is clear, concise, and reflective of writing at a master’s degree level using appropriate APA style.</td>
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EDBM 250: Journal article critique

During this semester, you will select three (3) research articles from referred journals on a topic, issue, or area of interest to you that implement various research methodologies discussed in the class. It is imperative that you have a preliminary topic and/or statement of the problem to serve as a focus for the assignments and begin researching the literature review for your thesis or project. The initial two journal articles you select will encompass qualitative research, while the final critique you select will utilize quantitative research.

For BMED students intending to take the comprehensive exam, focus on a specific area in order to be consistent because on the exam you will be required to purpose research methodologies relevant to a multicultural or social justice issue. Counselor Education Students: all three journal articles should also be consistent. Your selection of topics/issues/areas, however, should encompass either; (a) a population you hope to serve, such as middle school students, families, etc., and a counseling topic (e.g., bullying, depression) that interests you; or (b) a topic of interest addressed in EDC 171: Power, Privilege, and Self Identity in Counseling.

In a narrative format, please critique the article in 3-5 pages using the guidelines below, using American Psychological Association (APA) format. APA style includes an 11 or 12 point font, use of a font such as Times New Roman, and double space throughout the text. Below is an example on how to reference a journal article:


General Outline of Paper:

1. Your rationale for choosing the article, including a discussion of how the article corresponds (or not) to topics discussed in your master’s courses (EDBM 205, EDBM 220, EDC 170 or EDC 171).

2. Overview of the article
   a. Title and Reference Citation
   b. Statement of the Problem/Research question(s)
   c. Literature review (topics discussed)
   d. Theoretical Framework
   e. Design (qualitative or quantitative or mixed methods; description of method of investigation including research assessments, observation protocols, etc.)
   f. Subjects/Participants/ Clients
   g. Context (setting)
   h. Results and Conclusions (in quantitative research, were the results statistically significant? Please include the data).

3. Your evaluation of the article
a. Your opinion of the research design
b. Your opinion of the strengths or weaknesses of the article’s conclusions, e.g., Does the researcher seem objective or prejudicial? Are the conclusions based on sound evidence? Are they convincing?
c. What did you learn from critiquing this article?

4. Suggestions for future research.
   a. In your write up, what I want you to suggest alternate questions that this research could have addressed, and connect it to specific methodologies. For example, a study that presents pre- and post-test data on children’s reading ability via test scores could examine issues such as whether or not children are engaged in reading (observational research), how children feel about a specific instructional strategy (interview), or teacher perceptions of the strategy (interviews, surveys, etc.). The intention is to make sure you are not just commenting on the articles, but using them as scaffolds for your own research agenda.

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<td>Discusses why article was selected, yet does not make a solid connection to material in your master’s program.</td>
<td>Clear discussion on why article was selected and connects content to material in your master’s program.</td>
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<td>Some indication of article’s strengths and weaknesses, little indication of what was learned</td>
<td>Clear indication of the article’s strengths and weaknesses, as well as what was learned</td>
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<td><strong>Future research</strong></td>
<td>Does not suggest alternate questions and/or methods aligned with research article.</td>
<td>Limited suggestions of alternate questions and methods that could be utilized in future research.</td>
<td>Suggestions of alternate research questions and methods that include specific examples to enhance understanding</td>
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<td>A few grammatical, spelling, and/or punctuation errors using appropriate APA style.</td>
<td>No grammatical, spelling or punctuation errors. Writing is clear, concise, and reflective of writing at a master’s degree level using appropriate APA style.</td>
</tr>
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**First semester proposal (30 points)**

For the final assignment, you will submit a proposal that discusses your prospective research or project, using the framework that we have discussed in class. The assignment will be turned in via email using Microsoft Word or software that will allow me to give you feedback using track
changes. The assignment is due by December 25th and must be double spaced using APA style. This paper will be a minimum of 10 pages. The average submission from the last group of students who did this project in fall 2009 was 18 pages, and a few students who submitted shorter papers (e.g., 5 pages) have still not completed the program.

The intent of this assignment is to help you craft your research/project; I will not be checking a year from now to see if you have altered or changed your topic, questions, or methodology. I encourage you to visit the handout on SAC CT, Thesis & project format, which I have modified from the graduate studies web site. Below are key components that I believe you can address at this time; in other words, components that are built on the class activities and assignments done during the course.

Chapter 1: Introduction

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Project</th>
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<tbody>
<tr>
<td>Introduction: background, statement of the problem, purpose of the study, theoretical bases; limitations of the study; definition of terms; and organization of the study.</td>
<td>Introduction: purpose of the project, scope (description) of the project in terms of content and format; significance of the project; limitations of the project; definition of terms, and organization of the remainder of the project.</td>
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</table>

In class, thesis and project students have presented their initial statement of the problem and possible research questions or project goals. Incorporate the feedback you have received from your peers in class, and begin you introductory chapter. When discussing the problem, please be sure to state why your issue is important.

Chapter 2: Literature review

<table>
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<tr>
<th>Thesis</th>
<th>Project</th>
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<tbody>
<tr>
<td>Review of the literature: chronological, categorical, or related theoretical viewpoints related to the topic</td>
<td>Review of the literature: source materials for the project; other studies related to the project; and synthesis of the literature that identifies the various approaches and themes</td>
</tr>
</tbody>
</table>

Your literature review, at this time, should have at least ten articles; three of which you should be able to discuss and critique in-depth. In this section, provide a list references/sources that you intend to read in the future. The search skills learned from Betty Royane, the Education Reference Librarian, will be essential.
Chapter 3: Methodology

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Project</th>
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</thead>
<tbody>
<tr>
<td>Methodology: Restatement of the problem and research questions: remind reader what you are investigating, and why:</td>
<td>Methodology: Restatement of topic and/or issues: remind reader why you are producing your project, and why;</td>
</tr>
<tr>
<td>Research design or approach (quantitative or qualitative) (be specific, is this a case study? Observational research? Mixed methods?)</td>
<td>Description of how the project was conducted (e.g., questionnaires), complied, or created (e.g., visual aids)</td>
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<tr>
<td>Context (information about where the study took place; subjects’ school, district, and/or classroom, etc...);</td>
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<tr>
<td>Population and/or sample (how you selected your subjects; information about the participants in your study);</td>
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<tr>
<td>Procedure (If you implemented a ‘treatment’, what were the steps?)</td>
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<tr>
<td>Collection and tabulation of data (were interviews recorded? Transcribed? What data bases did you use?) and data analysis procedures</td>
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</tbody>
</table>

Note that in methodology section, several items are written in italics. This is because on the thesis/project format guide on the CSUS web site, these items do NOT appear. However, they are important elements to a solid thesis or project and are elements to be included in your work.

Students who will be writing a thesis should address the above elements to the best of your ability at this point in the process. Remember, at this point in the process, you should have several questions that could be asked. In this section, attempt to yourself ask what you will need to collect (e.g., surveys? Test scores? Interviews?) to answer your specific questions.
Finally, summarize where you are at this point in your research. Describe what steps you believe are necessary to complete your thesis or project in a timely manner. Include a discussion of who you believe could be a potential advisor for you, connecting your statement of the problem and research questions with their area of expertise.

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Chapter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only vaguely addresses elements necessary for inclusion in chapter 1</td>
<td>Only vaguely addresses elements necessary for inclusion in chapter 2</td>
<td>Only vaguely addresses elements necessary for inclusion in chapter 3</td>
</tr>
<tr>
<td>Address some of the elements necessary for inclusion in chapter 1</td>
<td>Address some of the elements necessary for inclusion in chapter 2</td>
<td>Address some of the elements necessary for inclusion in chapter 3</td>
</tr>
<tr>
<td>Clearly address ALL elements necessary for inclusion in chapter 1</td>
<td>Clearly address ALL elements necessary for inclusion in chapter 2</td>
<td>Clearly address ALL elements necessary for inclusion in chapter 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summarization</th>
<th>Writing mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not summarize work clearly, nor discuss possible advisors.</td>
<td>Many grammatical, spelling, or punctuation errors. Not reflective of writing at a master’s degree level and/ or does not use APA style</td>
</tr>
<tr>
<td>Summarizes work, but offers only some recommendations to complete the thesis or project; or does not discuss possible advisors.</td>
<td>A few grammatical, spelling, and/or punctuation errors using appropriate APA style.</td>
</tr>
<tr>
<td>Summarizes work, and offers specific recommendations to complete the thesis or project. Also, discusses possible advisors.</td>
<td>No grammatical, spelling or punctuation errors. Writing is clear, concise, and reflective of writing at a master’s degree level using appropriate APA style.</td>
</tr>
</tbody>
</table>

Oral or Poster presentation (5 points)

This assignment, which is required for all EDBM 250 students but is worth only five points in the course, is probably the most important activity for students who will be completing the BMED program by writing a thesis or creating a project, as well as students interested in pursuing a doctorate in education. All of your professors have gone through this exercise while in their graduate programs (I did it in my MA and doctoral programs), and it will require you to be (a) clear, (b) concise, and (c) willing to receive and incorporate constructive criticism. Due to the short amount of class time, as well as the large number of students, you can meet this requirement either orally in front of the whole class, or via a poster board presentation shared at our last session. However, if you are writing a thesis, creating a project, or aspiring to enroll in a doctoral program, I HIGHLY recommend that you do this orally in class. Feedback from your peers is invaluable and this activity will help you in the long run. In order to model this activity, I will volunteer to be the first presenter. BMED students taking the comprehensive examination and
students in the Counselor Education program will also participate in the activity to demonstrate the ability to construct research.

Oral presentation

On the board, you will write your statement of the problem/topic/issue and either your possible research questions, or project ideas. Your classmates will question you (nicely) about your statement of problem and research questions, asking you to explain why your problem/topic/issue is a problem, how you are defining your terms, questions regarding the methodology components, and what results you will need to answer your question (for a thesis). I will only ask for volunteers to share their progress with the group; I will be able to increase or decrease the pace of our lectures/discussions to accommodate all who wish to orally present.

Poster presentation

For those who do not want to share their presentation in front of the class, you will instead create a poster that explains your problem/topic/issue, possible research questions or the project created to address the topic, and a possible research design which will incorporate key elements from the methods chapter. Several examples from the BMED 2010 cohort are available to use as models. In class, we will perform a gallery walk, where half of you will explain your poster to classmates who will ask pertinent questions. At the end of the first rotation, we will switch, thus giving everyone a chance to both present and question our research.
Appendix E  
Qualifying Examination Scoring Sheet

Candidate: # ___________________________
Reader: _______________________________  Total Score: Pass  Revise  Fail

Possible scores: Pass, Revise, or Fail.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Notes (strengths and weaknesses)</th>
</tr>
</thead>
</table>
| Critical Analysis: Demonstrates an adequate understanding of the following areas:  
  o Critical Pedagogy  
  o Critical Race Theory Afrocentricism  
  o Black English Vernacular  
  o Second Language Acquisition or Code-switching  
  o Community Advocacy  

  Information moves beyond a mere summation of the issues; rather, it demonstrates a depth and breadth of understanding, including an ability to speak in a scholarly manner about the tensions in the Case Study.  |
| Practical Applications  

  Reflects an ability to apply theoretical ideas to the Case Study within following areas:  
  o Critical Pedagogy  
  o Critical Race Theory Afrocentricism  
  o Black English Vernacular  
  o Second Language Acquisition or Code-switching  
  o Community Advocacy  

  Application reflects a depth and breadth of understanding, including an ability to apply knowledge in both a scholarly and practical manner related to the tensions in the Case Study.  |
| Effective Communication to an Academic Audience:  

  Quality of writing is graduate caliber, and is adequate in form, content, and conventions.  |

Recommendation:
Appendix F

Sample of MA Students’ Thesis/Projects

PRIMARY LANGUAGE WRITING IN A SPANISH/ENGLISH DUAL-LANGUAGE BILINGUAL PROGRAM USING THE 6+1 TRAIT® WRITING PROGRAM
Author: Lorda, Elizabeth
Subject: Writing
Publisher: 2011
Albert Lozano, Chair

ACADEMIC AND SOCIAL FACTORS THAT AFFECT LATINO COMMUNITY COLLEGE STUDENTS' ABILITY TO TRANSFER TO A FOUR-YEAR UNIVERSITY
Author: Flores, Nancy
Subject: Achievement
Publisher: 2011
Albert Lozano, Chair

11th Grade United States History Curriculum Unit: Vietnam War Textbook Analysis and Minority Voices
Author: Vue, Blia
Subject: Curriculum
Publisher: 2011
Maggie Beddow, Chair

Home language maintenance among Russian American children
Author: Zhernokleyev, Liliya
Subject: Language
Publisher: 2011
Lisa William-White, Chair; Peter Baird, Reader

Reading self-efficacy and literacy program implementation: relationships between basal implementation
Author: Hubbell, Ann Catherine
Subject: Strict implementation
Publisher: 2008
Susan Baker, Chair; Pia Lindquist-Wong, Reader

Teachers' definitions of intelligence: the role of experience
Author: Rattie, Elaine
Subject: Nature-nurture question
Publisher: 2009
Susan Baker, Chair; Adriana X. Echandía, Reader
A critical analysis of a math intervention program for the California High School Exit Exam / Nicole Marie Fleming
Author: Fleming, Nicole Marie
Subject: High stakes testing
Publisher: 2009
Lisa William-White, Chair; Albert Lozano, Reader

From books to bars: exploring the educational experiences of Black males in the penal system
Author: Godfrey, Sumi Rachel
Subject: Critical race theory
Publisher: 2008
Lisa William-White, Chair; Adele Arellano, Reader

Teaching means learning me: a critical examination of effective implementation of multicultural education
Author: Jones, Dana Janine
Subject: Culturally relevant pedagogy
Publisher: 2008
Lisa Y. William-White, Chair; Adele Arellano, Reader

Closing the achievement gap: a paradigm: psycho-social cultural awareness and academic achievement
Author: Baker, Judy Marian
Subject: Psycho-social influences
Publisher: 2007
Lisa William-White, Chair; Tim Gaffney, Reader

Creating a pedagogy of healing: a case for the need for spirituality in academia
Author: Muccular, Gary Boyde
Subject: Spiritual development in education
Publisher: 2007
Lisa William-White, Chair; Albert S. Lozano, Reader

How do African American males (9th-11th) perceive their high school experience at Victory High?
Author: Kendall, Rowena
Subject: Achievement gap
Publisher: 2006
Lisa William-White, Chair

Revelation in student perceptions: an examination of Afrocentric pedagogy
Author: Wood, Jonathan Luke
Subject: Ethnic minorities
Publisher: 2007
Carlos Nevarez, Chair; Lisa William-White, Reader
Developing positive self-identity through multicultural poetry
Author: Liemthongsamout, Khonepheth Lily
Subject: Cultural diversity
Publisher: 2002
Peter J. Baird, Chair; Rebeca Garcia-Gonzalez, Reader

Grade school females' self-perceptions and their educational math experiences
Author: Yuen, Jason John
Subject: Gender bias in the classroom
Publisher: 2008
Peter Baird, Chair; Pia Wong, Reader

The effects of an intervention English tutoring program for refugee students who must retake the California High School Exit Exam
Author: Stanley, Marsha Ann Grish
Subject: Refugee English intervention
Publisher: 2006
Albert Lozano, Chair

Vocabularies effect on the academic achievement of native Spanish-speaking high school students
Author: Dodd, Terri Lynn Meyer
Subject: ELL
Publisher: 2006
Albert Lozano, Chair; Forrest Davis, Reader

A-A-Aprendiendo cómo funcionan los sonidos con actividades divertidas: a Spanish phonemic awareness
Author: Oliva, Lorena
Subject: Sound blending
Publisher: 2007
Nadeen T. Ruiz, Chair

Language maintenance in heritage language speakers
Author: Spizarsky Brown, Jerrica
Subject: Language acquisition
Publisher: 2009
Nadeen Ruiz, Chair; Albert Lozano, Reader
### Appendix G

#### Mid-Program and Post-Program Survey

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>I understand the conventions and structures of a variety of academic text types (e.g. position papers, peer-reviewed journals, reports, executive summaries, annotated bibliographies, etc.)</td>
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<tr>
<td>I understand and can utilize APA format to produce academic writing</td>
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<tr>
<td>I can apply standard English writing conventions and strategies as tools for academic writing and research</td>
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<td>I understand and can utilize the qualitative and quantitative methods to conduct a research study</td>
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<td>I can utilize databases to locate and access appropriate research literature based on the formation of a research question</td>
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<td>I can read, synthesize and analyze research on curriculum and instruction specific to culturally and linguistically diverse populations</td>
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<td>I can develop and utilize varied theoretical frameworks to develop curriculum that reflects the needs of culturally and linguistically diverse populations</td>
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<td>I can read and interpret research focused on bilingualism, second language acquisition, and non-standard English varieties</td>
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<td>I can assess appropriate contexts for student and community advocacy needs</td>
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<td>I can develop instruments to collect and utilize data to improve student performance</td>
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<td>I understand the history, legal foundations and policies related to bilingual education</td>
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<td>I can develop and utilize authentic</td>
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<td>assessments methods to support curriculum and instructional practices</td>
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<tr>
<td>I can systematically examine my phenomenological standpoint as applies to varied philosophical, theoretical and epistemological framework</td>
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<tr>
<td>I can write a coherent curriculum plans and/or research project reflective of Multicultural Education tenets and/or from a Critical Pedagogy framework</td>
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<td>I understand how to integrate students’ cultural funds of knowledge into instructional and curricular decision-making</td>
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<td>I understand the intersection of theoretical and practical knowledge to differentiate instruction to meet the diverse student needs</td>
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<tr>
<td>I can develop curriculum that reflects multiple learning styles which includes developing appropriate formative and summative assessment</td>
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